DOCUMENT RESUME

ED 403 859 HE 029 941

TITLE	Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.
INSTITUTION	Illinois State Board of Higher Education, Springfield.
PUB DATE	Mar 97
NOTE	229p.
PUB TYPE	Statistical Data (110) -- Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Academic Persistence; Black Students; Community Colleges; *Disabilities; Disadvantaged Youth; Dropouts; Employment Patterns; *Enrollment; Enrollment Trends; Equal Education; Faculty Integration; *Females; Graduate Students; Higher Education; Learning Disabilities; *Minority Groups; Minority Group Teachers; *Public Colleges; *School Holding Power; Special Needs Students; Transfer Students; Trend Analysis; Undergraduate Students
IDENTIFIERS	Diversity (Faculty); Diversity (Student); Higher Education Cooperation Act (Illinois); *Illinois

ABSTRACT

This annual report on minority, female, and disabled groups in Illinois higher education details efforts to improve student and staff representation, and surveys trends in enrollment, degree completion, and staff employment. The report shows increases in black and Hispanic graduate/professional enrollment, transfers from community colleges to four-year institutions, and total degrees awarded. It also notes an increase in the proportion of female students earning doctoral degrees but declines in black undergraduate enrollment and especially in black male enrollment, in black master's degree recipients, and Hispanic bachelor's degree recipients in certain fields of study. Text, tables, and figures review: (1) efforts to facilitate minority student transfers, serve students with learning disabilities, and improve retention rates of freshmen students; (2) data on enrollment, student persistence and degree completion, and minority and female employment; (3) provisions of the Higher Education Cooperation Act and specific public college and university programs directed toward minority and female students, students with disabilities, and staff; and (4) studies and program evaluations. Appendixes include a bibliography of 1996 Illinois Board of Higher Education reports on underrepresented groups; 23 data tables; and summaries of 1996 institutional reports. (CH)

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ED 403 859

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON UNDERREPRESENTED GROUPS IN PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN ILLINOIS

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March 1997

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY ON UNDERREPRESENTED GROUPS IN PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN ILLINOIS

March 1997

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EXECUTIVE SUMMARY

The Illinois Board of Higher Education's annual report on underrepresented groups presents information on minority, female, and disabled students and staff in Illinois higher education. It highlights ongoing and new efforts to improve student and staff representation, as well as the most recent trends in enrollment, degree completion, and staff employment.

Each year this report presents "focus topics" on issues of special relevance to student and staff representation. These presentations have a dual purpose: to offer the general reader an overview of progress in a critical area affecting representation, and to identify promising activities and strategies for those actively engaged in managing programs affecting underrepresented groups. This year's report focuses on the transfer of minority students, students with disabilities, and the retention of freshman students from underrepresented groups.

This report presents data for all higher education sectors in Illinois. Enrollment and degree trends are given at all education levels from one-year certificate to doctoral education. As shown in this report, strong gains in representation occurred in some areas this past year, such as:

- Black graduate/professional enrollment increased by 3.2 percent and has increased by 69.9 percent since 1986.

- Black student transfers from community colleges to four-year institutions increased by 5.0 percent.

- Total degrees awarded to Black students increased by 6.6 percent. Black degree recipients increased at all levels, except the master's, and ranged from an increase of 4.8 percent for first-professional degrees to 9.9 percent for associate degrees. Since 1986, higher education degrees awarded to Black students have increased by 29.9 percent.

- Hispanic undergraduate enrollment increased by 3.0 percent and Hispanic graduate/professional enrollment by 9.2 percent. Since 1986, Hispanic enrollment has increased by 91.9 percent.

- Hispanic enrollment increased in all three higher education sectors.

- Hispanic student transfers from community colleges to four-year institutions increased by 8.6 percent.

- Total degrees awarded to Hispanic students increased by 9.8 percent. Hispanic degree recipients increased at all levels with gains ranging from 1.6 percent in certificates to 38.1 percent in doctoral degrees. Since 1986, higher education degrees awarded to Hispanic students have increased by 97.7 percent.

- The proportion of female students earning doctoral degrees increased from 37.1 percent to 40.3 percent.

Despite these gains, declines in representation occurred in a number of areas:

- Black undergraduate enrollment decreased by 1.8 percent. Black undergraduate enrollment has remained stagnant since 1991, in part, a reflection of a decline in Black graduates from Illinois public high schools.

- Black undergraduate enrollment declined by 1.2 percent at community colleges and 2.2 percent at public universities. Black enrollment showed a slight increase (0.3 percent) at private institutions.

- Black male enrollment decreased by 1.8 percent, with Black representation in higher education remaining highly female.

- Black master's degree recipients decreased by 2.3 percent.

- Hispanic bachelor's degree recipients in all science, mathematics, and engineering fields remained unchanged with some individual disciplines showing declines, such as physical science, health professions, biological sciences, and engineering.

In sum, overall representation remains low for minority students with enrollment and degrees awarded declining at each successive level of higher education. Blacks represented 14.6 percent of the state's population in the 1990 Census, but received 8.4 percent of bachelor's degrees, 6.8 percent of master's degrees, and 3.5 percent of doctoral degrees in 1995. Hispanics represented 7.9 percent of the state's population in the 1990 Census, but 4.1 percent of bachelor's degrees, 2.2 percent of master's degrees, and 2.0 percent of doctoral degrees in 1995.

This report also contains information on major statewide and institutional initiatives undertaken during the past year to improve student and staff representation. It summarizes state higher education budget increases and program developments such as new projects approved under the Minority Educational Achievement Program and the Minority Articulation Program of the Higher Education Cooperation Act (HECA). A considerable portion of the report is devoted to campus activities. The report highlights new programs and program expansions in academic, student support, and outreach areas for minority, female, and disabled students and staff.

Evaluation represents an important tool to better understand the obstacles confronted by underrepresented groups, as well as to understand how program efforts can help students overcome these barriers. The report describes Board of Higher Education studies undertaken in the past year that address issues related to underrepresented groups. It also presents highlights from evaluation of Higher Education Cooperation Act projects and from institutional reviews of programs serving underrepresented groups.

The appendices include an annotated bibliography of 1996 Board of Higher Education reports, tables that supplement the text, and individual institutional summaries that highlight activities and progress.

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INTRODUCTION

This is the ninth annual report on minority, female, and disabled students and staff in Illinois higher education. The report is submitted in accordance with Public Act 85-283 and subsequent legislation that direct the Illinois Board of Higher Education to report annually to the Governor and General Assembly on underrepresented groups. Information in the report comes from two sources: Board of Higher Education data systems, surveys, and reports; and reports submitted each October by public universities and community colleges to the Board of Higher Education.

The report highlights a few topics of particular importance to improving student and staff representation, and presents the "Year in Review" as it affects underrepresented groups. This year's focus topics concern: minority student transfer, students with learning disabilities, and the retention of freshmen students from underrepresented groups. The report provides the most recent data, as well as trend data, concerning enrollment, degrees awarded, and employment for members of underrepresented groups. Other sections highlight statewide and institutional initiatives, studies, and program evaluations. The appendices contain related reference material.

1996 FOCUS TOPICS

Each year this report addresses a few topics on student and staff representation. The topics are selected in consultation with public colleges and universities which include relevant information in their annual reports to the Board of Higher Education. The presentations have a dual purpose: to offer the general reader an overview of current activities and progress in critical areas affecting representation, and to identify promising activities and strategies for those actively engaged in managing and implementing programs affecting underrepresented groups.

Facilitating Minority Student Transfer

Public higher education in Illinois, as in a number of other populous states such as California and Texas, relies on a large community college sector. Community colleges represent a major point of access to higher education in these states offering adult education, continuing education, and occupational and undergraduate programs to a student body notable for its age, race/ethnic, and gender diversity. One of the responsibilities of a higher education system with large community college enrollment is that it must give special attention to assisting the transfer of students from community colleges to four-year institutions. Students attending a community college not only face the customary array of undergraduate decisions about coursework and a major, they also must ensure that course choices will receive credit from a four-year institution when transferring. Since not all courses transfer and transfer decisions are made by institutional faculty, student progress can be delayed in a tangle of conflicting institutional practices unless this process is facilitated through statewide and inter-institutional coordination.

Minority students differ somewhat from majority students in their rates of transfer to four-year institutions. In 1995, Black students represented 14.3 percent and Hispanic students 6 percent of community college undergraduate enrollment, but Black students constituted only 10.9 percent and Hispanics students only five percent of all transfers from community colleges to four-year institutions. The percentage of minority transfers has risen over the past few years, increasing by 26 percent for Black students and by 113.5 percent for Hispanic students from 1988 to 1995. Nevertheless, increasing the rate of transfer is essential if minority representation in Illinois is to improve at the bachelor's and graduate levels.

To address the issue of minority student transfer and articulation, in 1990 the Illinois legislature provided funds to the Board of Higher Education to establish Minority Transfer Centers. There are now 27 transfer centers at community colleges in Illinois. Each center provides services and activities to help encourage minority student academic progress and transfer. Public universities and independent institutions work with these centers to promote transfer and sponsor activities at their own campuses for prospective students. During the past year, transfer centers served 38,000 students, of which 58 percent were minority students.

Transfer centers provide students with up-to-date information in multiple formats about educational opportunities at four-year institutions. The centers also counsel students about the expectations and requirements they must meet to successfully pursue and complete a bachelor's degree. Requirements vary, of course, by program and institution. Transfer centers produce and distribute brochures, publish newsletters, and offer inter-active computer programs about four-year institutions and the transfer process. The centers also house a library of higher education literature consisting of institutional catalogues and brochures, as well as material about financial aid, housing and other programs of interest to minority students. Many centers sponsor trips to four-

year institutions in Illinois where community college students can meet with university students, faculty, and program administrators, as well as experience academic and social life at these campuses. Some centers, such as those at the City Colleges of Chicago, also host periodic student trips to historically Black institutions.

Although transfer centers are still new to many campuses, it appears that they are advancing the purpose for which they were created. Waubonsee Community College, for instance, voices the following opinion:

> The concept of a transfer center was well received and strongly supported by administration, faculty, and staff. Prior to the establishment of the center, no formalized process for assisting students with the transfer process existed. All assistance to transferring students was conducted on an individual basis and was handled by various staff members in a variety of departments and service units throughout the college. The establishment of the transfer center greatly enhanced the College's ability to assist the transferring student.

Beyond the issue of the viability of the transfer center concept is the issue of identifying those activities and practices that can improve center effectiveness. Campuses have shown that changes in both administrative and program practices can make a difference. For instance, Elgin Community College and a number of other institutions have located their transfer centers in close proximity to other minority and student support offices in order to better coordinate their activities. The College of DuPage has integrated the minority transfer center with the international studies, international student advising, and ESL instructor to provide students from underrepresented groups with comprehensive services. Harold Washington College has joined together the Transfer Center and the Career Planning and Placement Center to form a one-stop student support center. At Moraine Valley Community College, administrative coordination is advanced by including the transfer center director as a member of the Vice President of Student Development's Supervisory Council.

Many transfer centers emphasize practices and activities that promote student adaptation to a college culture. At Moraine Valley Community College, the transfer center is the home base for Latino and Black student organizations, and the center staff acts as the faculty advisor for these two groups. Malcolm X College, Joliet Junior College, Elgin Community College, and Richland Community College sponsor Bachelor Bound, a support group for students planning to transfer. To facilitate student academic progress, many centers monitor student grades. Surprisingly, few institutions reported, as did Prairie State College, that the center "underscores the importance of completing the general educational requirements before transferring."

Based on the reports to the Board of Higher Education, it appears that centers should conduct more evaluation and consult students more closely about center operations. Some institutions such as Black Hawk College and Moraine Valley Community College have established student advisory groups or undertaken surveys of students In a number of cases, this consultation has shown that individual counseling is the service most valued by students. For instance, the College of DuPage undertook a survey this past year that showed a strong preference for a "personal one-on-one environment." Kishwaukee College also reports that "thus far, the personal attention students receive in transfer planning/advising sessions is what seems to be the most effective in aiding the transfer process....Students feel that the process itself is overwhelming and that having someone there to provide personal direction is great."

Successful transfer does not depend upon the efforts of community colleges alone but must also involve the close cooperation of four-year institutions. Illinois universities assist the transfer process in a number of ways. Universities work closely with community colleges and transfer centers in communicating academic expectations and informing students about the social and cultural life of their campus. University personnel routinely visit college campuses to meet with students and staff and attend special events such as "transfer days". Public universities also sponsor "transfer visitation days" on their own campuses where minority students receive information and meet with academic, financial aid, and housing counselors. The information given to students can be highly specialized and targeted to specific audiences. For instance, Southern Illinois University at Carbondale has developed its own brochures and videos which are distributed to Asian, Asian-American, Latino, and African-American students.

Some campuses actively involve their minority student organizations in recruiting and introducing minority transfer students to their campus. The University of Illinois at Chicago, for example, involves its African-American Academic Network and the Latin American Recruitment and Education Services (LARES) program in this process. The college reports that "the LARES office, in conjunction with appropriate campus units, coordinates campus tours for students from high schools and community colleges. Students receive admission and financial aid information and have an opportunity to meet individually with counselors from various support programs. In the Fall 1995, 90 percent of the Hispanic transfer class who registered at UIC were served by the LARES staff."

Given the thousands of majority and minority students who transfer annually to four-year institutions, it is often difficult to personalize the transfer process. Nevertheless, many institutions are making efforts to reach out and support minority students in unique ways. Northeastern Illinois University, for instance, has entered into an agreement to provide reciprocal library privileges to community colleges with predominant Hispanic enrollment in order to encourage these students to become more familiar with the campus. Eastern Illinois University assigns in-coming transfer students rooms within close proximity to other transfer students in order that they can support one another during their first semesters at the university.

While special efforts to support minority student transfer are helpful and needed, minority students are affected, first of all, by general institutional practices related to transfer, and minority students will benefit greatly from institutional and statewide initiatives now underway to facilitate the transfer process for all students. In this regard, the implementation in summer of 1998 of the Illinois Articulation Initiative in which participating institutions will recognize a general education core curriculum for transfer purposes, as well as recognize identified courses in academic majors, holds considerable promise for facilitating student transfer. The staff of the Board of Higher Education will monitor the progress of this initiative and its effect upon minority students.

Serving Students with Learning Disabilities

In recent years, public institutions in Illinois have become more involved in assisting students with learning disabilities. Institutions are serving increased numbers of students, in part, because advances in brain research, as well as learning theory, have shown how visual, auditory, and other neurological impairments can inhibit learning irrespective of an individual's intelligence. At the same time, evidence has accumulated that many students can overcome or minimize their learning disabilities by adopting compensatory learning strategies or using assistive technologies.

These research and learning advances have spurred students and their families to better understand and address learning problems. Faculty also are becoming more aware of learning disabilities and are referring students for special assistance in greater numbers.

The National Joint Committee on Learning Disabilities has defined a learning disability as a group of heterogeneous disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. Learning disabilities are presumed rooted in central nervous system dysfunction. Individuals with learning disabilities have normal intelligence and exhibit a discrepancy between ability and achievement. Most all public colleges and universities refer students with suspected learning disabilities to an outside source for evaluation and documentation, and few institutions undertake this task directly. Students with a learning disability commonly are asked to submit documentation from a Ph.D.- licensed psychologist, a learning disability specialist, a neurologist, or a school psychologist trained in diagnostics. Many institutions work with the Department of Rehabilitation Services in this process. The college or university reviews the resulting diagnosis and any associated recommendation and determines how the disability will affect the student's functioning at the institution.

Many high school students come to a college or university with a diagnosis and documentation of their learning disability and have received some special assistance at their secondary school. Higher education counselors often meet with students that have learning disabilities during their senior year either, individually, or collectively at a special school event Colleges and universities also publish information about their services in campus brochures and catalogues and also communicate this information during student orientation. Self-referrals and faculty referrals regularly add to the number of students seeking services. McHenry County College reports that "those who most often lack documentation are returning adult students who have struggled in one or more of their classes at MCC and sought help from the Special Needs Office at the suggestion of their instructors."

Once a student's learning disability has been identified, the student meets with a college counselor from a disability or special services office to discuss strategies, compensatory skills, and institutional accommodation. The documentation pertaining to a student's learning disability and conversations with the student are used to determine the type and intensity of assistance. Some institutions such as Governors State University map out a educational study plan with the student. Many institutions ask a student to complete a form requesting specified services. For instance, Western Illinois University reports that "during the self-identification process, students complete a Student Request for Services form which provides students with the opportunity to express their needs and areas of concern regarding academic accommodations and requirements. Accommodations are implemented and assessed periodically through out the academic year through mid-term graduate notification, semester grade-point average and semester grade-point averages, and personal interactions."

Institutions offer a broad range of services for students with learning disabilities. Some services include: assisting students with note-taking, converting books and other printed material to a taped or enlarged print format, and coordinating access to assistive computer technology such as a screen reader. Many students with learning disabilities can benefit from simple changes such as extending time and providing a quiet environment for exams.

Students with learning disabilities are asked to discussed their needs with their professors. Many institutions are making special efforts to ensure that faculty are more aware of the

requirements of these students and the types of class room accommodations that are possible. For instance, the University of Illinois at Chicago distributes brochures to all faculty such as "Working Together: Faculty and Students with Disabilities." The College of DuPage reports that "the campus community is continuously informed about how to work with students with learning disabilities. Many instructors are very receptive and take it as a personal challenge to assist their students. A short information session is provided at the beginning of each quarter for faculty who might have specific questions about their students. There are also workshops for full- and part-time faculty to assist them in working with disabled students."

In addition to these classroom adjustments, institutions often make more broad-ranging accommodations for students with learning disabilities. At Northern Illinois University and University of Illinois at Urbana-Champaign, for example, students with learning disabilities may receive priority in registration and consideration in the reduction of course load. Northeastern Illinois University has special tutoring sessions for students with learning disabilities with the tutors chosen from the Department of Special Education. Parkland College offers non-transferable classes such as "time management", "personal academic skills", and "problem solving skills" that are specifically designed for these students. Some institutions, such as Western Illinois University and Northern Illinois University, also have student support groups for students with learning disabilities.

Improving the Retention of Freshman Students From Underrepresented Groups

One of the most pressing issues in higher education is the retention of students from underrepresented groups. The Board of Higher Education's ongoing study of degree completion at public universities has shown that roughly 60 percent of all students entering Illinois public universities as freshmen since 1983-84 have received a bachelor's degree from an Illinois public university. Unfortunately, the retention rate is much lower among minority students. The Board's data indicates that about 30 percent of Black freshmen and 40 percent of Hispanic freshmen receive a bachelor's degree from an Illinois public university. The exact number can not be determined since some students remain enrolled completing their education over a long period of time.

Students leave school for personal, academic, social, and financial reasons, individual causation often a mixture of these factors. Retention presents particular problems for minority students, a disproportionate number of whom come from disadvantaged economic and educational backgrounds. Also, the degree of racial separation in society presents social challenges and pressures, particularly for minority students who enroll at institutions where the overwhelming majority of students, faculty, and staff are of white origin. There are not significant differences in degree completion by gender. However, many institutions report that female students have higher attrition rates than male students in mathematics, science, and technology programs.

The largest percentage of students who leave college do so in their freshmen year. The Board's information on degree completion for freshmen at public universities indicates that about 35 percent of Black students, 30 percent of Hispanic students, and 20 percent of other students discontinue their education during their first-year. Over the past decade, colleges and universities have more vigorously addressed the issue of freshman retention, often as part of undergraduate education initiatives.

Supporting freshman retention starts with recruitment and ensuring that students receive relevant material about academic and social programs and understand academic expectations. Once on campus, students must begin their study at an appropriate level which requires the institution to provide accurate assessment and placement, as well as course availability. Many institutions now offer orientation courses that help students adjust to college. Kennedy-King College, for instance, has discovered that students who participate in an eight-week orientation class persist "at a dramatically higher rate through the second semester." The college is now considering making its orientation course mandatory for all students. Also, based on a research study conducted this past year, the College of Lake County has concluded that "orientation sessions over a longer time should be held for first-time college students."

Institutions conduct special orientation programs for incoming minority students. For example, Northern Illinois University requires special admissions students in the CHANCE program to enroll in a first-semester, orientation course taught by its counselors. The university reports that "students enrolled in this class learn how cultures differ, and they learn about living in the residence hall with a diverse student population. Obtaining knowledge about how the university works and the function of offices assists students to become better acclimated in the first year."

Experience has shown that a good share of the students who have dropped out of college for academic reasons have encountered difficulty in a small number of introductory courses. To facilitate student progress, some institutions, such as the University of Illinois at Chicago and Northern Illinois University, offer supplementary instruction in these threshold courses. Sessions are informal, led by graduate students, and feature student discussion and interaction, as well as skill development.

In addition to those students who drop out of college during their freshman year, there are others who scale-back or change their educational plans after encountering academic or adjustment difficulties. Often these students had been enrolled in science, mathematics, and technology courses which have higher attrition rates for students from underrepresented groups. In part to address this problem, some institutions have established retention programs for freshmen enrolling in science, mathematics, and engineering courses. Southern Illinois University at Edwardsville, for example, has reserved a section of its two-credit, one-semester course on the freshman experience for the College of Engineering. This course is taught by the dean and assistant dean of the college. Along with other support activities, this course has contributed to increasing minority enrollment and degree completion in the field of engineering at the Edwardsville campus.

To reduce the higher rate of attrition among first-year female engineering students, this year the University of Illinois at Urbana-Champaign established a new living/learning community, Women in Science and Engineering. Under this program, about 30 female students live together on a floor of a campus residence hall. Students receive computer instruction in a laboratory located on the floor and participate in group activities and specialized programming. The campus has formed a volunteer faculty group to meet outside the classroom with program participants. The faculty members present seminars and workshops that emphasize women's issues in science and engineering, and introduce and mentor these students into the engineering profession.

Freshmen, in particular, require good advising since college presents a very different academic and social environment, and freshmen face decisions with life-time and career implications. Many institutions have established policies and procedures for advising first-year

students with particular regard to their impact upon freshman retention. For instance, Northeastern Illinois University recently restructured advisement for students with less than 30 credit hours who now receive advisement from the professional staff. The university reports that "this allows for consistency in the advisement process and assures that students will be given complete and correct information." Of course, good advising involves counseling students on issues that are important to them. In an effort to improve student retention, Elgin Community College reports that it now conducts conversations with students during orientation to discuss their future goals and plans. This information is culled and used by counselors in advising students. In addition to such efforts, some institutions are monitoring student course grades during the first year and have instituted "early warning systems" with special advising sessions for students in academic difficulty.

Many colleges and universities have established advising and support programs for minority students that begin with a student's arrival on campus. For instance, the University of Illinois at Chicago's African-American Academic Network (AAAN) meets with students at orientation offering an array of coordinated services. The university reports that "orientation with the AAAN creates a cultural link and introduces AAAN as a program that facilitates both academic and social integration through its support programs and other activities. These activities include: retention tracking, pre-registration advising, a buddy mentoring program, mandatory tutoring referrals, and rewards and recognition programs." AAAN also initiated this year an intrusive program of advising and development assessment for students on academic probation.

Mentoring, tutoring, and social programs, as well as programs for students living in residence halls, have proven instrumental in facilitating the retention of freshman students from underrepresented groups. The number of mentoring programs at Illinois institutions has increased substantially over the past decade. Northern Illinois University reports that it has eight mentoring programs for students from underrepresented groups, while reports from other institutions such as Western Illinois University and Southern Illinois University at Carbondale suggest that minority mentoring programs represent an important part of their efforts to assist student adjustment. Parkland College has established two new orientation programs: an African-American Student Orientation and a Minority Mentoring Program that matches students of color with a mentor based on common ethnicity, educational objectives, gender, and time of entry. Eastern Illinois University has cited Peer Helper, a mentoring/tutoring program, as being a major factor contributing to the improved retention of its first-year minority students. The university reports that "twelve years ago approximately 50 percent of minority freshmen made the transition to their sophomore year. Today, 87 percent of minority freshmen make the successful transition."

Many colleges and universities are making special efforts to ease the entry of students with disabilities. Students are informed of available services prior to the first semester and are often given priority in registration. Joliet Junior College is now assigning each student with a disability to a special needs counselor to monitor the student's first semester progress. Lake Land College has instituted "an early warning notice" to students with disabilities who are not making satisfactory progress. A counselor contacts each student and services are revised and tutoring recommended, as needed. The college reports that "although not the only factor of retention for students with disabilities, retention was approximately 15 percent higher than the general student population during the 1995 fall semester."

Some community colleges conduct retention-related programs for underrepresented students from target populations. For instance, Prairie State College held "returning student workshops" that are designed for adult students, especially women, returning to the college. The

workshops attempt to assist students in making the transition back to the classroom after years in the home or workforce. The college reports that "the workshops let participants share experiences and learn that they are not alone in returning to college as an adult". Some institutions such as Morton College have also established orientation programs for students in adult education. McHenry County College has instituted a "bridge" program to facilitate student transition from adult education to college course work. More than 30 students, the college reports, "crossed the bridge" during the past year.

THE YEAR IN REVIEW: CHANGES IN REPRESENTATION

Enrollment

The sections below present information about Black and Hispanic enrollment. These groups are highlighted because of their underrepresentation in Illinois higher education and the size of Black and Hispanic populations in the state. Appendix II presents data on other racial/ethnic groups. The year 1986 has been selected as the base year for all graphs since this was the first year that the Board of Higher Education collected enrollment data according to types of community college programs. Separating out precollegiate and continuing education enrollment at community colleges permits the aggregation of undergraduate enrollment for all higher education sectors, allowing for a more comprehensive and accurate assessment of annual changes in enrollment for underrepresented groups.

Black Student Enrollment

In fall 1995, total undergraduate and graduate/professional enrollment for Black students at Illinois colleges and universities decreased by 1.2 percent. Increases in first-professional and graduate enrollment were offset by decreases in undergraduate enrollment. Since 1986, Black undergraduate enrollment has increased by 6.3 percent, and Black graduate/professional enrollment has increased by 69.9 percent. Major developments this past year include:

Total Black undergraduate and graduate/professional enrollment decreased by 1.2 percent from 74,622 in 1994 to 73,755 in 1995, as shown in Figure C; and the proportion of Black enrollment remained at 12.4 percent of total enrollment, as shown in Figure D.

Black undergraduate enrollment decreased by 1.8 percent from 65,430 in 1994, to 64,267 in 1995, as shown in Figure E.

Black graduate/professional enrollment increased by 3.2 percent from 9,192 in 1994 to 9,488 in 1995, as shown in Figure F.

Black enrollment at public universities decreased by 2.2 percent from 25,052 in 1994 to 24,505 in 1995, as shown in Table A and Figure G. Nine of 12 public universities had enrollment increases, which were offset by significant decreases at Chicago State University and Western Illinois University.

Black enrollment at private institutions increased by 0.3 percent from 18,885 in 1994 to 18,940 in 1995, as shown in Figure H.

Black undergraduate enrollment at community colleges decreased by 1.2 percent from 30,685 in 1994 to 30,310 in 1995, as shown in Figure I and Table 2. *Black student transfers* from community colleges to four-year institutions increased by 5.0 percent in 1995, as shown in Figure J, the result of a large increase in transfers to independent, non-profit institutions, as shown in Table 6.

Black undergraduate and graduate/professional male enrollment decreased by 1.8 percent in the past year from 26,485 in 1994 to 25,996 in 1995. Black representation in higher education

remains heavily female as males comprise about one-third of Black enrollment at Illinois colleges and universities.

Black public high school graduates increased this past year by 1.2 percent. Since 1986, the number of Black graduates from Illinois public high schools has declined by 12.2 percent, as shown in Table 4, while Black public high school enrollment at these schools has declined by 4.6 percent.

Hispanic Student Enrollment

This past year, total undergraduate and graduate/professional enrollment, increased by 3.6 percent. The largest increase was at the graduate/professional level which grew by 9.2 percent. Since 1986, Hispanic enrollment has increased by 91.9 percent with similar rates of growth at the undergraduate and graduate levels. Major developments this past year include:

Total Hispanic undergraduate and graduate professional enrollment increased by 3.6 percent from 33,891 in 1994 to 35,112 in 1995, as shown in Figure K; and the proportion of Hispanic enrollment increased to 5.9 percent of total enrollment, as shown in Figure L.

Hispanic undergraduate enrollment increased by 3.0 percent from 30,700 in 1994 to 31,628 in 1995, as shown in Figure M.

Hispanic graduate professional enrollment increased by 9.2 percent from 3,191 in 1994 to 3,484 in 1995, as shown in Figure N.

Hispanic enrollment at public universities increased by 4.1 percent from 9,539 in 1994 to 9,927 in 1995, as shown in Table B and Figure O. Hispanic enrollment rose at nine of 12 public universities. The largest enrollment increases were at Northeastern Illinois University and University of Illinois at Chicago. The largest percentage increase in enrollment occurred at Governors State University.

Hispanic enrollment at private institutions increased by 4.6 percent from 11,821 in 1994 to 12,364 in 1995, as shown in Figure P.

Hispanic undergraduate enrollment at community colleges increased by 2.3 percent from 12,531 in 1994 to 12,821 in 1995, as shown in Figure Q. *Hispanic student transfers* from community colleges to four-year institutions increased by 8.6 percent, as shown in Figure R, led by a strong increase in transfers to independent, non-profit institutions, as shown in Table 6.

Female Student Enrollment

Despite high levels of female enrollment, historically, a sharp decline in female representation occurs at the professional and doctoral levels, as well as in science, mathematics, and engineering programs. These programs are vital for the state's economic development and provide entry into some of the best paying and most influential professions. Major developments this past year include:

Female master's enrollment increased by 4.1 percent from 44,608 in 1994 to 46,437 in 1995. The proportion of female master's students rose from 56.5 percent to 57.1 percent. Female master's enrollment increased at both public and private institutions.

Female first-professional enrollment increased by 1.4 percent from 7,115 in 1994 to 7,216 in 1995. The proportion of female first-professional enrollment increased by 0.1 percent. As shown in Figure T, female enrollment increased slightly at private institutions and declined slightly at public institutions.

Female doctoral enrollment increased by 1.4 percent from 7,527 in 1994 to 7,633 in 1995. The proportion of female enrollment in all doctoral programs increased from 42.6 percent to 43.8 percent. As shown in Figure T, the percentage of female doctoral students increased at both private and public universities.

Enrollment of Students with Disabilities

Public higher education institutions in Illinois enroll significant numbers of students with disabilities. These students include those who are visually impaired, hearing impaired, mobility impaired, speech impaired, learning disabled, or affected by chronic health and other problems so as to require special institutional assistance. Public institutions offer these students an extensive array of services to enable them to participate more fully in educational and non-educational programs. Services include academic support, such as interpreting for the deaf and book taping for the blind; student support, such as advising, counseling, and vocational assessment; and assistance in facilitating access to campus buildings.

Table 10 in Appendix II presents information on the enrollment of students with disabilities at individual public universities and community colleges. These enrollment figures are either institutional estimates of the total disabled population or counts of the number of students who receive services from campus programs. Enrollments differ significantly from campus to campus in part because of institutional program variations. For example, some institutions have specialized programs serving students with specific kinds of disabilities, such as mobility impairments or learning disabilities. Further information on programs and services for students with disabilities appears later in this report.

Student Persistence and Degree Completion

Increasing the enrollment of minority students at Illinois colleges and universities is a goal of utmost importance for Illinois higher education. However, once minority students enroll at these institutions, it is equally important that they succeed and graduate.

Illinois public universities and community colleges share enrollment and graduation information in order to better understand student patterns of retention, transfer, and degree completion. This information dates back to the mid-1980s and includes racial/ethnic data. The data shows that fewer Black and Hispanic freshman students at public universities completed their bachelor's degrees than majority students, although the percentage of minority students completing bachelor's degrees has risen in recent years, as shown in Figure U. The increase in minority degree completion has been substantial. Thus, 18.1 percent of 1984 Black freshmen and 28.7 percent of 1984 Hispanic freshmen at public universities earned their baccalaureate degrees

within 6 years compared with 27.3 percent of 1990 Black freshmen and 38.3 percent of 1990 Hispanic freshmen. The Board's study does not track students who subsequently completed their degrees at Illinois private institutions or out-of-state institutions.

Black Student Degree Completion

The total number of higher education degrees (i.e., certificates through doctoral degrees) awarded to Black students by Illinois colleges and universities increased by 6.6 percent in the past year. Black degree recipients increased at all levels except for master's degrees, which declined by 2.3 percent. The greatest increases were at the associate and bachelor's degree levels. Since 1986, higher education degrees awarded to Black students have increased by 29.9 percent with master's degree recipients increasing by 90.2 percent and bachelor's degree recipients by 43.4 percent. The strong increase in bachelor's recipients occurred despite the fact that Black undergraduate enrollment increased by only 6.3 percent and the number of Black public high school graduates declined by 12.2 percent during this period. Major developments this past year include:

Total Degrees--Total degrees awarded to Black students increased by 6.6 percent from 11,344 in 1994 to 12,095 in 1995.

Certificates--Black students receiving certificates increased by 5.9 percent from 2,644 in 1994 to 2,799 in 1995.

Associate Degrees--As shown in Figure W, Black students receiving associate degrees increased by 9.9 percent from 2,678 in 1994 to 2,944 in 1995.

Bachelor's Degrees--As shown in Figure X, Black students receiving bachelor's degrees increased by 8.8 percent from 4,051 in 1994 to 4,409 in 1995.

Master's Degrees--As shown in Figure Y, Black students receiving master's degrees decreased by 2.3 percent from 1,632 in 1994 to 1,594 in 1995.

Doctoral Degrees--As shown in Figure Z, Black students receiving doctoral degrees increased by 5.4 percent from 93 in 1994 to 98 in 1995.

First-Professional Degrees--As shown in Figure Z, Black students receiving first-professional degrees increased by 4.8 percent from 229 in 1994 to 240 in 1995.

Hispanic Student Degree Completion

Total higher education degrees awarded to Hispanic students by Illinois colleges and universities increased by 9.8 percent in the past year. Strong growth occurred at all levels, except for one-year certificates, which increased by 1.6 percent. Since 1986, higher education degrees awarded to Hispanic students have grown by 97.7 percent with increases ranging from 59.5 percent for certificates to 138.8 percent for master's degrees. Major developments this past year include:

Total Degrees--Total degrees awarded to Hispanic students increased by 9.8 percent from 5,119 in 1994 to 5,620 in 1995.

Certificates--Hispanic students receiving certificates increased by 1.6 percent from 1,116 in 1994 to 1,134 in 1995.

Associate Degrees--As shown in Figure AA. Hispanic students receiving associate degrees increased by 11.7 percent from 1,442 in 1994 to 1,611 in 1995.

Bachelor's Degrees--As shown in Figure BB. Hispanic students receiving bachelor's degrees increased by 12.2 percent from 1,895 in 1994 to 2,127 in 1995.

Master's Degrees --As shown in Figure CC. Hispanic students receiving master's degrees grew by 8.0 percent from 473 in 1994 to 511 in 1995.

Doctoral Degrees--As shown in Figure DD. Hispanic students receiving doctoral degrees increased by 38.1 percent from 42 in 1994 to 58 in 1995.

First-Professional Degrees--As shown in Figure DD. Hispanic students receiving first-professional degrees increased by 17.9 percent from 145 in 1994 to 171 in 1995.

Minority Degree Completion, By Field

Tables 12 through 17 present information on the major fields in which Black and Hispanic students earn degrees at the bachelor's, master's, and doctoral levels. Additional information on degrees awarded by race/ethnicity can be found in the Board of Higher Education's *1996 Data Book*. Major developments this past year include:

Black Students

Bachelor's Degrees—Most fields demonstrated strong increases. For example, the number of Black students receiving bachelor's degrees increased by 15.7 percent in education, 9.0 percent in business and administration services, and 8.2 percent in science, mathematics and engineering fields. In contrast, there was a 24.2 percent decline in computer science.

Master's Degrees and Advanced Certificates—Fluctuations occurred in many fields. For example, the number of Black student's receiving a master's degree or advanced certificate increased by 3.6 percent in education and decreased by 4.7 percent in business and administration services. Black recipients in science, mathematics, and engineering fields declined by 9.9 percent due to significant reductions in computer science, biological sciences, and health professions.

Doctoral Degrees--The number of Black doctoral degree recipients in the field of education increased by 45.2 percent. Many other fields experienced a decline. The number of Black students receiving doctoral degrees in mathematics, science, and engineering fields declined from 17 in 1994 to 12 in 1995.

Hispanic Students

Bachelor's Degrees—The greatest increases occurred in education and psychology, business and communication, and arts and humanities. The total number of Hispanic students receiving degrees in science, mathematics, and engineering remained unchanged although some individual disciplines

such as physical science, health professions, biological sciences, and engineering, experienced a decline in Hispanic graduates.

Master's Degrees and Advanced Certificates—The largest increase in Hispanic recipients occurred in science, mathematics, and engineering fields which grew by 42.6 percent. Hispanic graduates increased by 6.8 percent in the field of education and 3.2 percent in business and administration services. Arts and humanities experienced a 26.7 percent decline, the only major area to show a decrease in Hispanic degree recipients.

Doctoral Degrees—Hispanic doctoral degree recipients in theology and religion increased by 14 students, or 200 percent. In other fields, there were fluctuations in the small number of recipients.

Female Student Degree Completion

Female representation remains low in doctoral and professional programs, and in science, engineering, and mathematics fields. Females constitute a majority in most other programs. Female degree recipients have increased over the past ten years at the doctoral and first-professional levels, as shown in Table 18. Figures EE through HH, on the other hand, show little change in the proportion of females receiving bachelor's, master's, and doctoral degrees from 1986 to 1995 in mathematics and major science disciplines. Developments this past year include:

First-Professional Degrees—The proportion of females earning first-professional degrees decreased from 41.5 percent in 1994 to 40.5 percent in 1995.

Doctoral Degrees—The proportion of females earning doctoral degrees increased from 37.1 percent in 1994 to 40.3 percent in 1995.

Minority and Female Employment

Data on minority and female employees at institutions of higher education are collected biennially by the Board of Higher Education for the federal government as part of the Integrated Post Secondary Education Data System (IPEDS). Staff representation at institutions of higher education, as shown in Table 19, is comparable to representation in the general population for women and Blacks, but not for Hispanics. Minority and female employment, however, is not evenly distributed among occupational groups with representation declining in executive and, especially, faculty positions. For example, Blacks comprised only 4.8 percent of all public university faculty in 1995.

The most notable trend in staff representation at public universities has been the increase in female employment. For example, female faculty representation rose from 24.0 percent in 1981 to 33 percent in 1995. Female representation in executive positions rose from 25.3 percent to 44.2 percent during these years. Black representation showed improvement in faculty, executive, and professional positions, and declined in clerical and all other occupations. Hispanic representation has increased slowly in all categories but remains very low. Hispanics, for example, comprised only 2.8 percent of executive positions and 2.2 percent of faculty positions at public universities in 1995. Information on institutional efforts to improve faculty representation is presented later in this report.

REPRESENTATION OF BLACK AND HISPANIC STUDENTS AT VARIOUS EDUCATIONAL LEVELS, 1995

Figure A
Black Representation

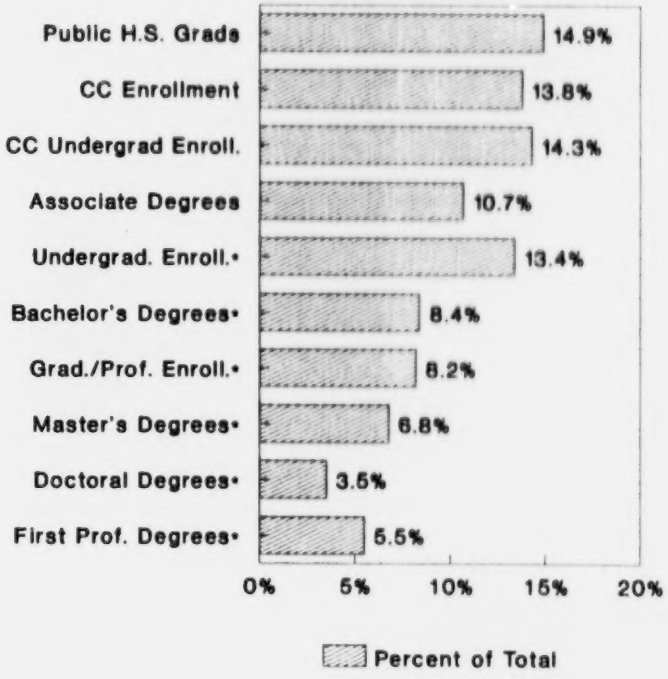
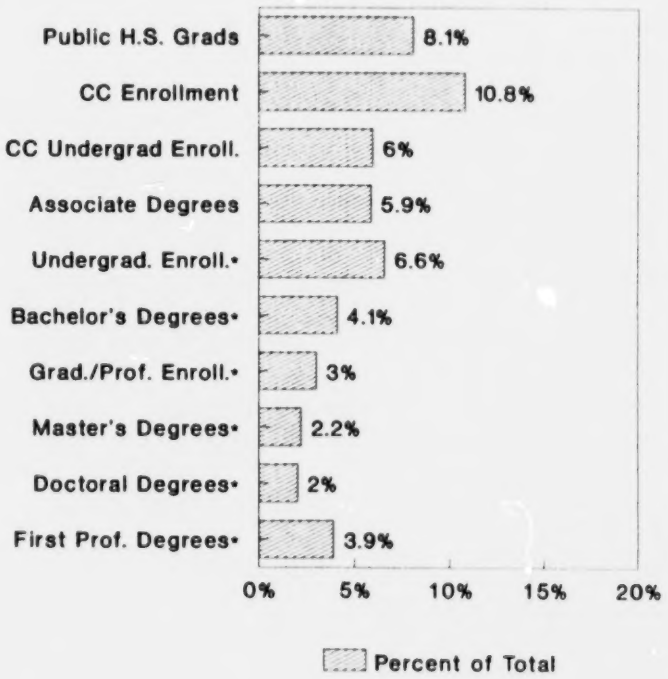


Figure B
Hispanic Representation



• All Illinois public and private four-year institutions

Note: Blacks represent 14.6 and Hispanics 7.9 percent of Il. population (1990 Census)

BLACK HIGHER EDUCATION ENROLLMENT IN ILLINOIS, 1986-95

Figure C
Total Number of Black Students•

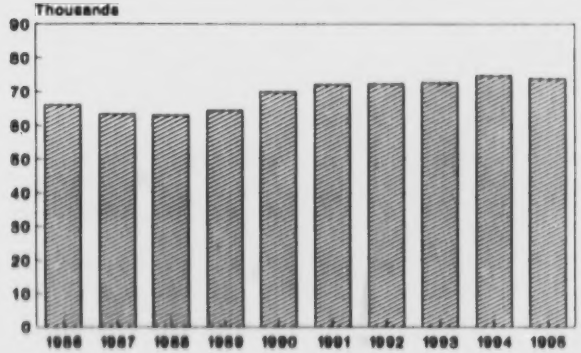


Figure D
Blacks as a Proportion of Total•

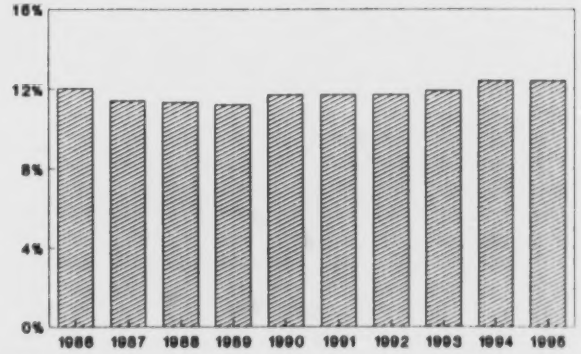


Figure E
Black Undergraduate Students

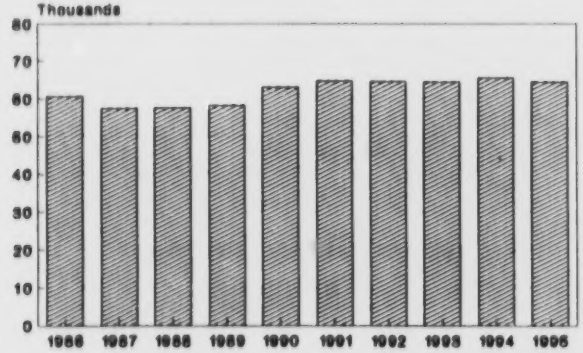
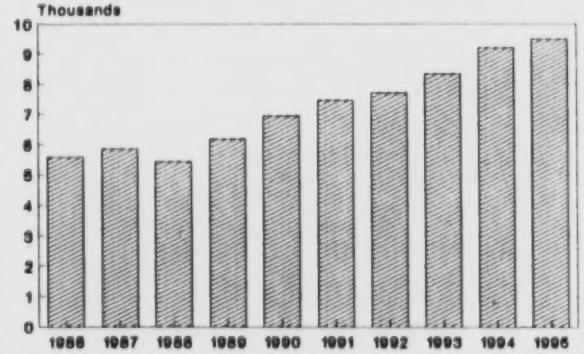


Figure F
Black Graduate/Professional Students



• Does not include continuing and adult education enrollment at community colleges

BLACK PARTICIPATION, BY SECTOR, 1986-95

Figure G
Black Public University Students

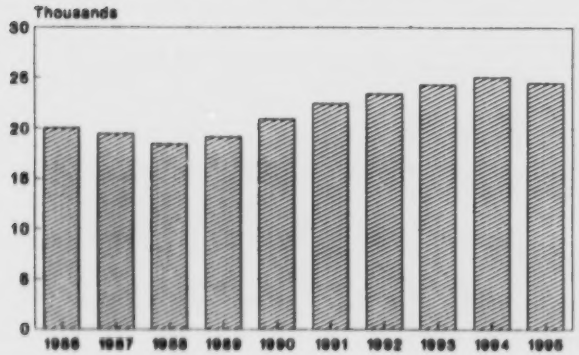


Figure H
Black Private Institution Students

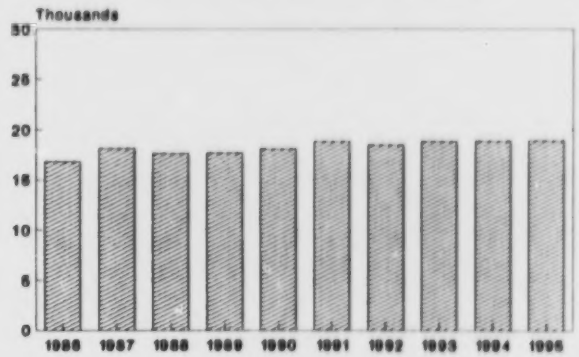
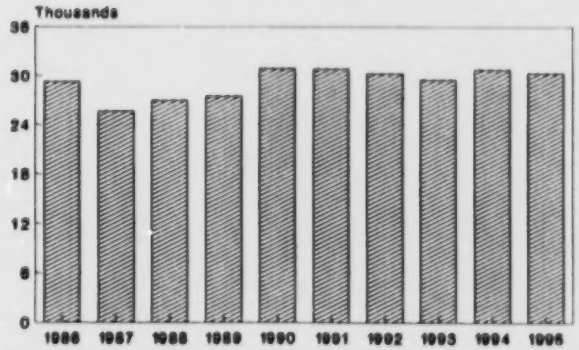
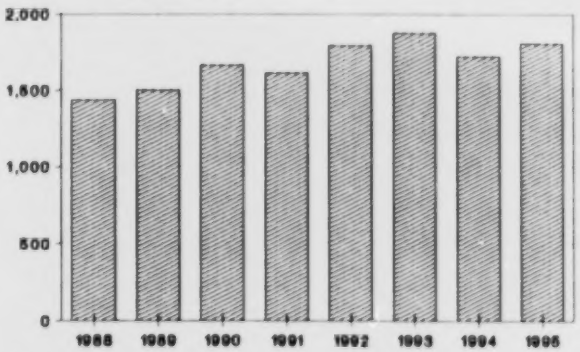


Figure I
Black Community College Students•



• Undergraduate Students

Figure J
Black Community College Transfers•



• Transfers to Four-Year Institutions

Table A

ONE-YEAR, FIVE-YEAR, AND TEN-YEAR CHANGES IN BLACK ENROLLMENT AT ILLINOIS PUBLIC UNIVERSITIES

	Enrollment		One-Year Change		Enrollment		Five-Year Change		Enrollment		Ten-Year Change	
	1994	1995	Number	Percent	1990	1995	Number	Percent	1985	1995	Number	Percent
Chicago State University	8,610	7,752	(858)	(10.0) %	5,891	7,752	1,861	31.6 %	5,965	7,752	1,787	30.0 %
Eastern Illinois University	576	618	42	7.3	527	618	91	17.3	474	618	144	30.4
Governors State University	1,314	1,424	110	8.4	1,117	1,424	307	27.5	860	1,424	564	65.6
Illinois State University	1,549	1,604	55	3.6	1,296	1,604	308	23.8	1,230	1,604	374	30.4
Northeastern Illinois University	1,195	1,271	76	6.4	1,100	1,271	171	15.5	1,208	1,271	63	5.2
Northern Illinois University	1,785	1,845	60	3.4	1,459	1,845	386	26.5	1,192	1,845	653	54.8
Western Illinois University	1,016	878	(138)	(13.6)	1,024	878	(146)	(14.3)	1,057	878	(179)	(16.9)
Southern Illinois University	3,897	3,960	63	1.6	3,683	3,960	277	7.5	3,476	3,960	484	13.9
Carbondale	2,524	2,550	26	1.0	2,246	2,550	304	13.5	2,140	2,550	410	19.2
Edwardsville	1,373	1,410	37	2.7	1,437	1,410	(27)	(1.9)	1,336	1,410	74	5.5
University of Illinois	5,110	5,153	43	0.8	4,794	5,153	359	7.5	3,859	5,153	1,294	33.5
Chicago	2,486	2,458	(28)	(1.1)	2,374	2,458	84	3.5	2,447	2,458	11	0.4
Springfield	335	338	3	0.9	250	338	88	35.2	148	338	190	128.4
Urbana/Champaign	2,289	2,357	68	3.0	2,170	2,357	187	8.6	1,264	2,357	1,093	86.5
Total Black Enrollment	25,052	24,505	(547)	(2.2)	20,891	24,505	3,614	17.3	19,321	24,505	5,184	26.8

Source: IBHE Fall Enrollment Surveys

HISPANIC HIGHER EDUCATION ENROLLMENT IN ILLINOIS, 1986-95

Figure K
Total Number of Hispanic Students•

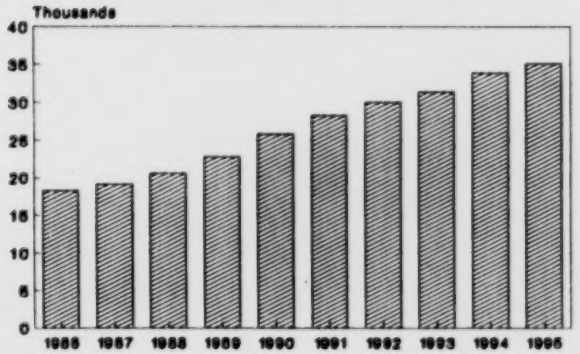


Figure L
Hispanics as a Proportion of Total•

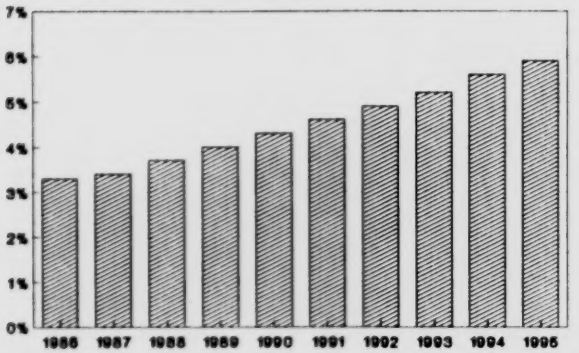


Figure M
Hispanic Undergraduate Students

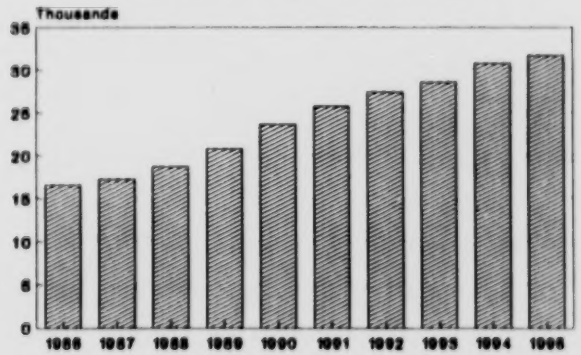
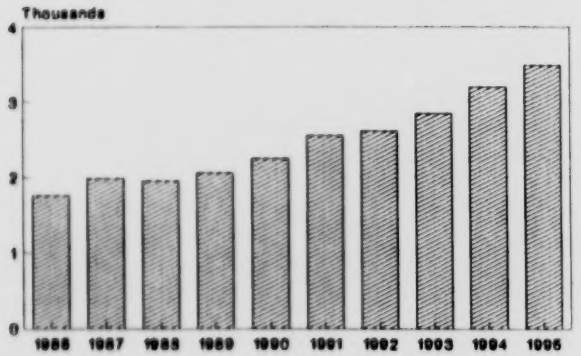


Figure N
Hispanic Graduate/Professional Students



• Does not include continuing and adult education enrollment at community colleges

HISPANIC PARTICIPATION, BY SECTOR, 1986-95

Figure O
Hispanic Public University Students

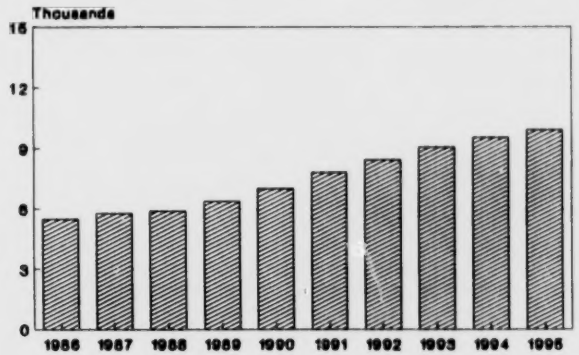


Figure P
Hispanic Private Institution Students

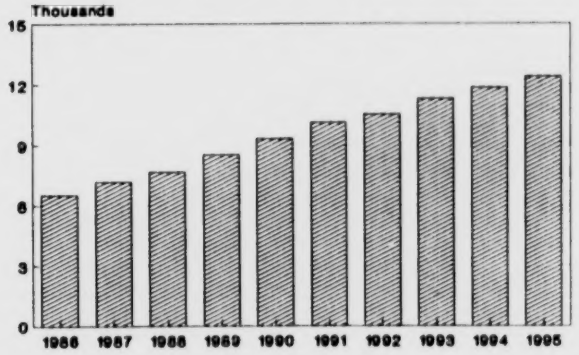
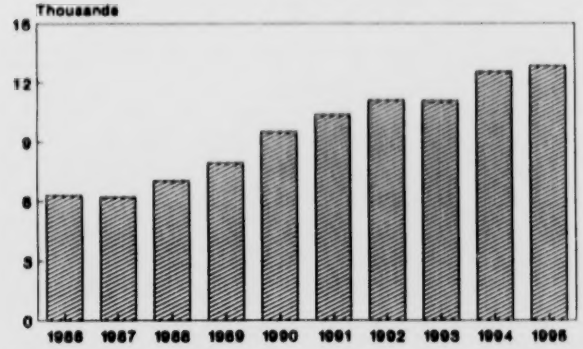
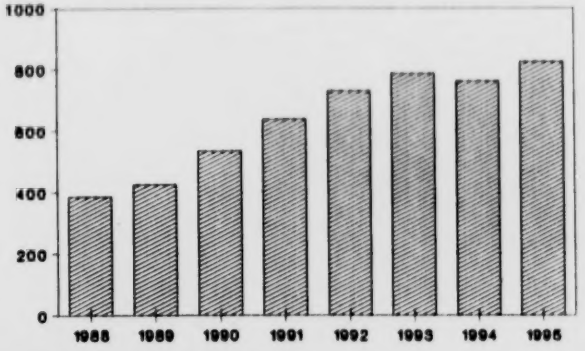


Figure Q
Hispanic Community College Students•



• Undergraduate Students

Figure R
Hispanic Community College Transfers•



• Transfers to Four-Year Institutions

Table B

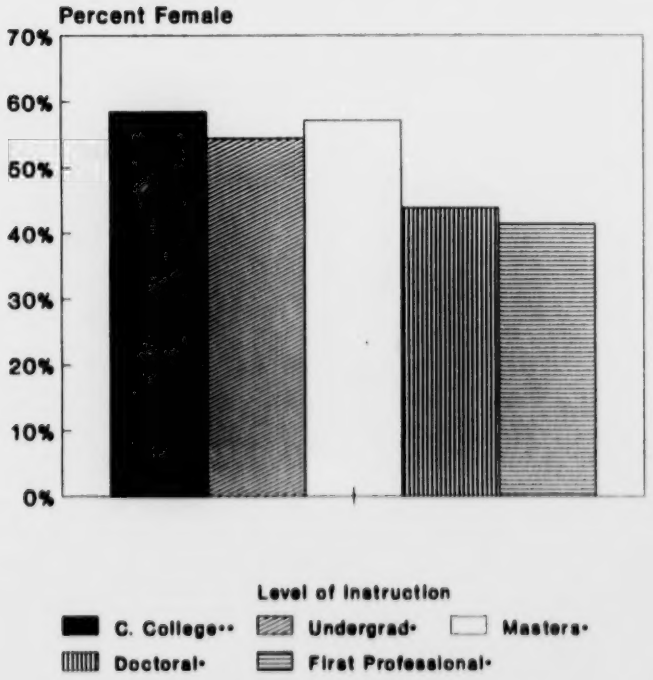
ONE-YEAR, FIVE-YEAR, AND TEN-YEAR CHANGES IN HISPANIC ENROLLMENT AT ILLINOIS PUBLIC UNIVERSITIES

	Enrollment		One-Year Change		Enrollment		Five-Year Change		Enrollment		Ten-Year Change	
	1994	1995	Number	Percent	1990	1995	Number	Percent	1985	1995	Number	Percent
Chicago State University	369	376	7	1.9 %	246	376	130	52.8 %	143	376	233	162.9 %
Eastern Illinois University	157	159	2	1.3	85	159	74	87.1	50	159	109	218.0
Governors State University	142	191	49	34.5	114	191	77	67.5	84	191	107	127.4
Illinois State University	392	427	35	8.9	249	427	178	71.5	199	427	228	114.6
Northeastern Illinois University	1,645	1,828	183	11.1	1,325	1,828	503	38.0	1,085	1,828	743	68.5
Northern Illinois University	1,037	981	(56)	(5.4)	691	981	290	42.0	385	981	596	154.8
Western Illinois University	292	301	9	3.1	171	301	130	76.0	155	301	146	94.2
Southern Illinois University	645	641	(4)	(0.6)	529	641	112	21.2	414	641	227	54.8
Carbondale	515	513	(2)	(0.4)	415	513	98	23.6	329	513	184	55.9
Edwardsville	130	128	(2)	(1.5)	114	128	14	12.3	85	128	43	50.6
University of Illinois	4,860	5,023	163	3.4	3,592	5,023	1,431	39.8	2,492	5,023	2,531	101.6
Chicago	3,154	3,271	117	3.7	2,277	3,271	994	43.7	1,846	3,271	1,425	57.2
Springfield	33	43	10	30.3	33	43	10	30.3	23	43	20	1.1
Urbana/Champaign	1,673	1,709	36	2.2	1,282	1,709	427	33.3	623	1,709	1,086	174.3
Total Hispanic Enrollment	9,539	9,927	388	4.1	7,002	9,927	2,925	41.8	5,007	9,927	4,920	98.3

Source: IBHE Fall Enrollment Surveys

FEMALE REPRESENTATION IN ILLINOIS HIGHER EDUCATION

Figure S
1995 Female Enrollment, By Level



• All public and private 4-year institutions
•• Undergraduate Students

Figure T
Trends in Ph.D/First Prof. Enrollment

39

DEGREE COMPLETION FOR BLACK AND HISPANIC FIRST-TIME FRESHMEN AT PUBLIC UNIVERSITIES

Figure U
Degree completion for Black Students

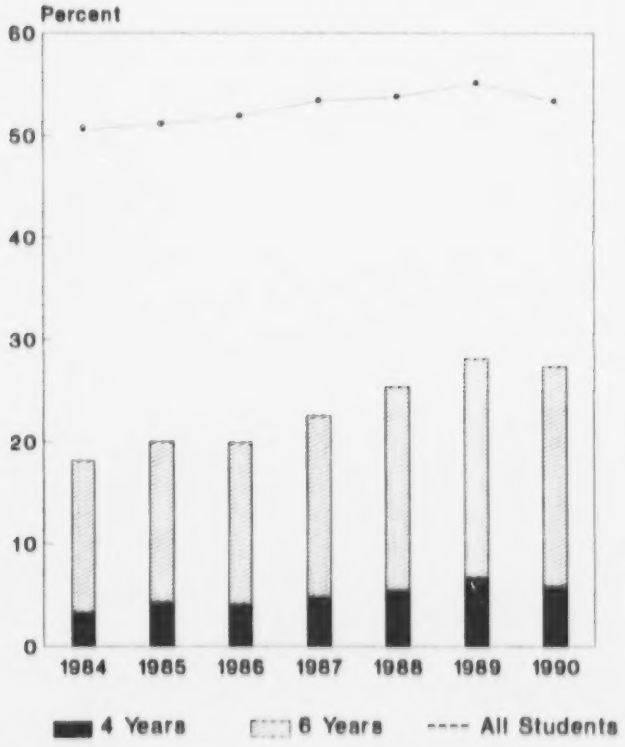
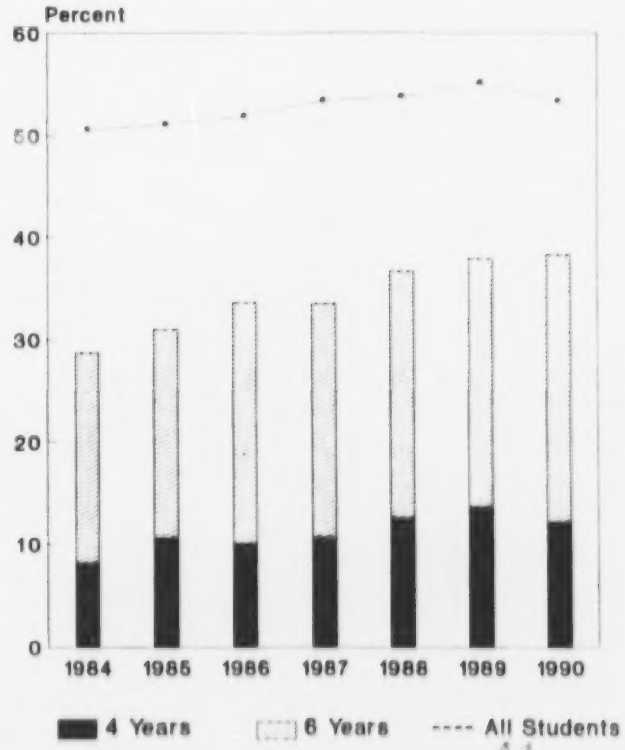
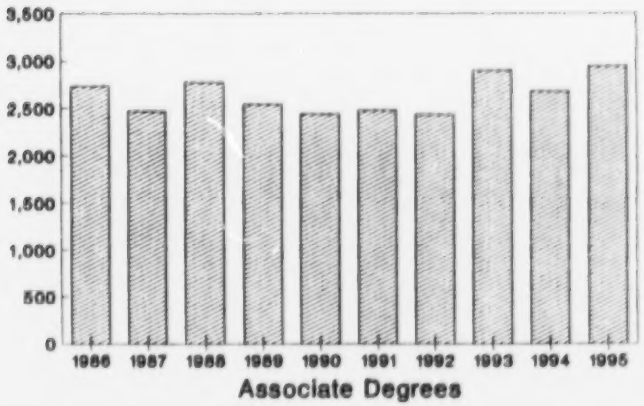


Figure V
Degree Completion for Hispanic Students



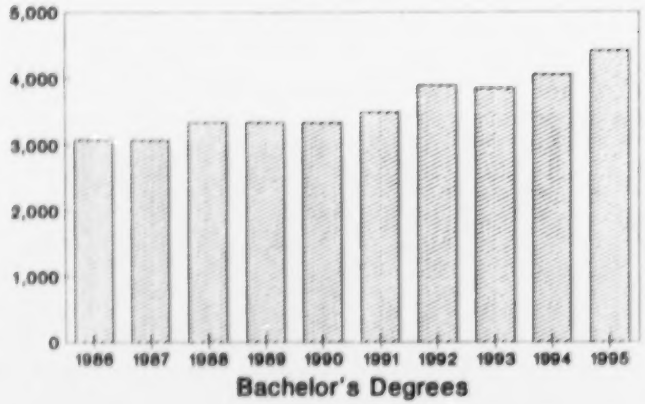
TRENDS IN ILLINOIS BLACK DEGREE RECIPIENTS*

Figure W



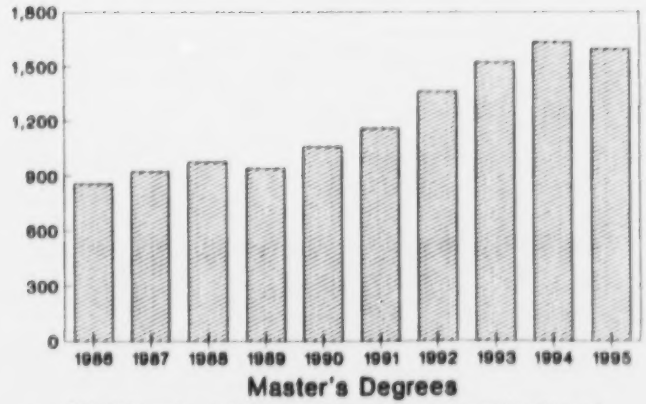
Associate Degrees

Figure X



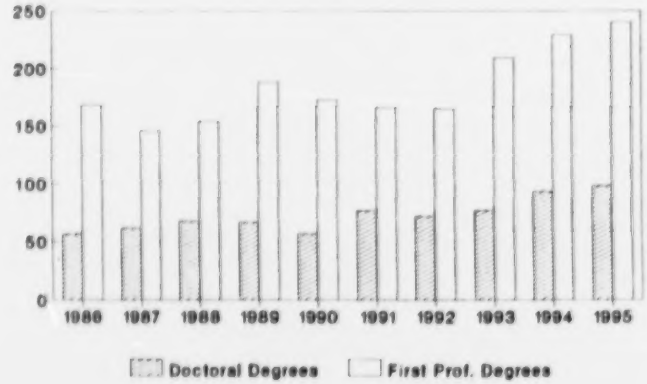
Bachelor's Degrees

Figure Y



Master's Degrees

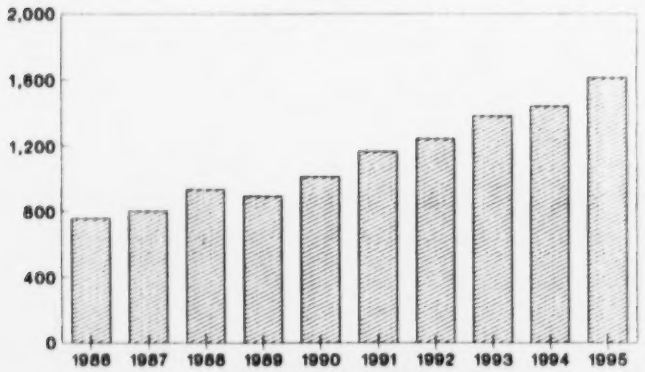
Figure Z



* All Illinois higher education institutions

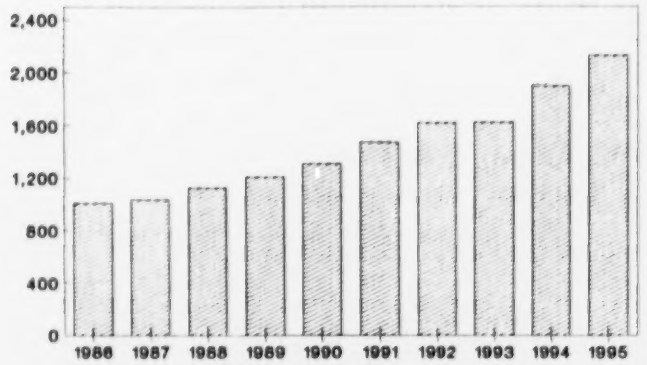
TRENDS IN ILLINOIS HISPANIC DEGREE RECIPIENTS *

Figure AA



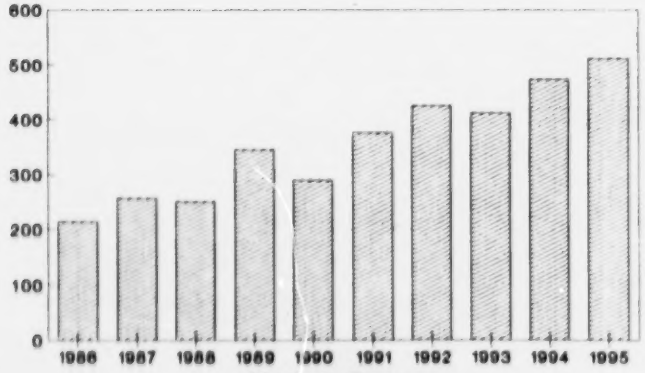
Associate Degrees

Figure BB



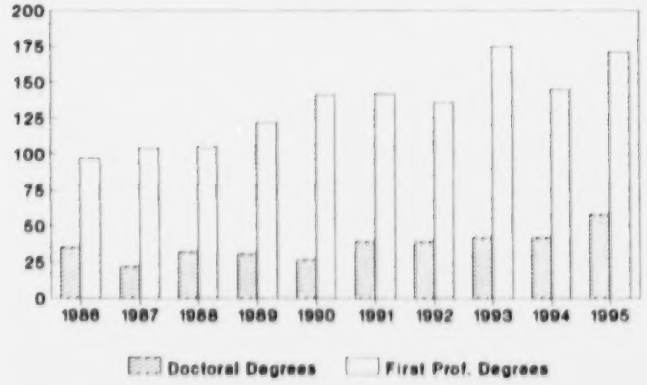
Bachelor's Degrees

Figure CC



Master's Degrees

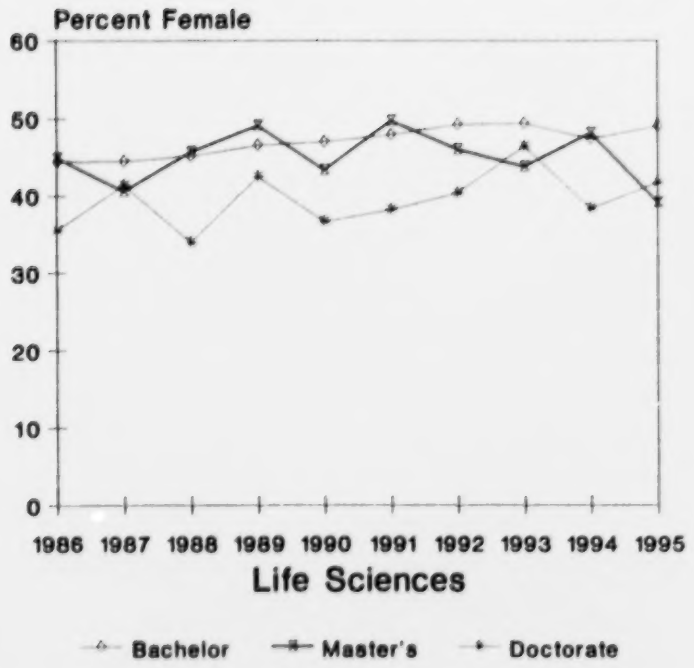
Figure DD



* All Illinois higher education institutions

TRENDS IN ILLINOIS FEMALE DEGREE RECIPIENTS:* LIFE SCIENCES AND ENGINEERING

Figure EE



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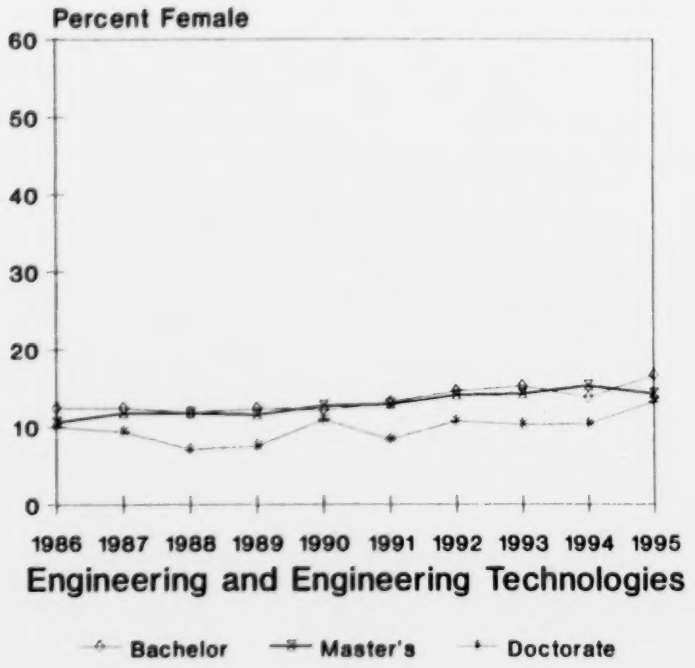


* All Illinois public and private four-year institutions

TRENDS IN ILLINOIS FEMALE DEGREE RECIPIENTS:* COMPUTER SCIENCE AND PHYSICAL SCIENCES

Figure GG

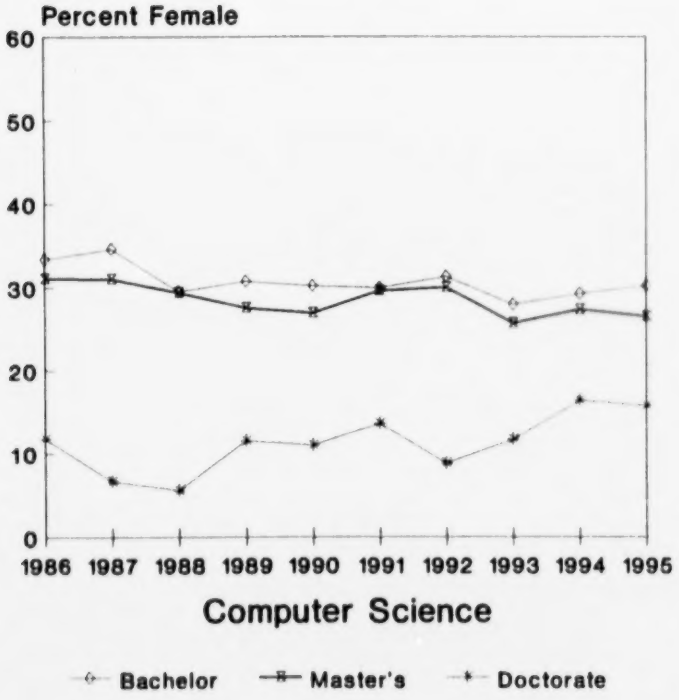
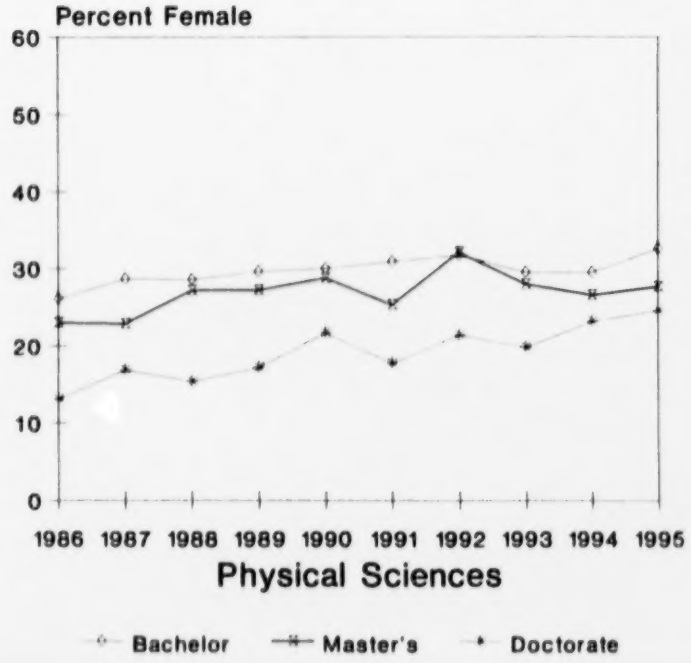


Figure HH



* All Illinois public and private four-year institutions

THE YEAR IN REVIEW: INITIATIVES TO IMPROVE REPRESENTATION

Statewide Activity in 1996

The state of Illinois has various programs to help advance minority participation and achievement in higher education. These include minority projects funded by the Higher Education Cooperation Act (HECA) through the Illinois Board of Higher Education; Special Population Grants that are administered by the Illinois Community College Board; the Minority Teacher Incentive Grant Program administered by the Illinois Student Assistance Commission; and two financial aid programs for graduate students--the Illinois Minority Graduate Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP). Grants are also awarded annually by the Board of Higher Education under the Health Services Education Grants Act (HSEGA) for the enrollment of minority students in health profession programs at private institutions.

A number of other statewide programs serve a general population but have special import for minority participation and achievement. For instance, the Medical Scholarship Program, administered by the Illinois Department of Public Health, awards significant numbers of scholarships to minority students who agree to practice in medically-underserved areas of the state. Also, the federal Dwight D. Eisenhower Mathematics and Science Education Program sponsors projects for the improvement of science and mathematics instruction in elementary and secondary education, with many projects addressing the needs of underrepresented students. The state's Monetary Award Program (MAP), which provides need-based financial aid to undergraduates, also represents a significant state resource for underrepresented students.

The Illinois Community College Board sponsors a number of statewide programs that address the needs of students from underrepresented groups. Its Diversity Initiative is designed to help participating colleges and universities create an inclusive educational community for minority students. Under the leadership of Parkland College, the initiative features six three-hour workshops that address various topics such as the differences in how students learn and how faculty influence the classroom environment. The Centers of Excellence in Adult Education, Opportunities Program, and Lincoln's Challenge are other statewide initiatives that have significant underrepresented student participation. The Opportunities Program addresses the educational and employment needs of persons on welfare. Lincoln's Challenge, which is directed by the Illinois National Guard, offers drop-outs an opportunity to complete their GED.

In its Priorities, Quality, and Productivity initiative, or P·Q·P, the Illinois Board of Higher Education has identified minority student achievement as a statewide priority. The 1997 state budget passed by the General Assembly and signed by Governor Jim Edgar contained $500,000 for minority student achievement at public universities with $300,000 allocated to the University of Illinois at Urbana-Champaign and $100,000 to Southern Illinois University at Edwardsville for implementing plans to enhance diversity and $100,000 allocated to Chicago State University for student retention activities. The budget also reallocated $1 million from community college Special Populations Grants to support similar services related to workforce preparation and appropriated an additional $100,000 for the Minority Teacher Incentive Grant Program, $100,000 for ICEOP, and $550,000 for minority related projects under HECA.

Higher Education Cooperation Act

Through the Higher Education Cooperation Act, the Illinois Board of Higher Education annually allocates funds for programs and projects that involve cooperation among higher education institutions. Two type of HECA programs seek to increase minority participation and achievement: the Minority Educational Achievement Program and the Minority Articulation Program.

For fiscal year 1997, the Board of Higher Education has allocated $5 million for Minority Educational Achievement projects. Funding supports 32 continuing and three new projects. Among the new projects is the Elgin Community College Youth Leadership Academy which is a neighborhood program that provides constructive alternatives to gangs, drugs, and other serious problems facing low-income youth. The program will admit 20 new students each year starting in the seventh grade, continuing through high school, and ending with two years of free tuition at the college.

Other new HECA projects include a mathematics enrichment program in algebra for eight graders sponsored by Robert Morris College, the University of Illinois at Chicago, and the Chicago Public Schools. The third new project, sponsored by William Rainey Harper College, will help Hispanic students move more readily from high school to college and from adult basic education and English-as-a-second-language classes to college credit courses. The project's success will be measured by the course completions, grade point averages, graduation rates, and transfers to four-year institutions of participating students.

For fiscal year 1997, the Board of Higher Education has awarded $2.4 million to the Minority Articulation Program to fund 27 transfer centers, including one new center at Oakton Community College, and one new short-term articulation project that will provide access and opportunities for minority adult GED graduates to attend institutions of higher education. Each transfer center offers student services and sponsors activities intended to facilitate student transition and academic success. All transfer centers funded in fiscal year 1996 also received funds for fiscal year 1997.

Public College and University Activities in 1996

Public institutions offer many special programs to improve student representation. Table 21 lists about 750 programs that served students from underrepresented groups at Illinois public universities and community colleges in fiscal year 1996. Program expenditures totaled $93 million. Each October, public universities and community colleges submit reports to the Illinois Board of Higher Education that summarize the major activities and developments on campus concerning underrepresented groups (see Appendix III). Highlights from these reports are presented below.

Minority Students

Colleges and universities continue to support initiatives to increase the representation, achievement, and graduation of minority students. Highlights this past year include:

Campus-Wide Initiatives

- Eastern Illinois University emphasized this past year "cross-cultural communication". The Office of Civil Rights and multi-cultural union sponsored various activities such as the "Campus Peace Talks" in which representatives from the student newspaper, multicultural student union, and student government met with other students to discuss the climate for minority students on campus. Also, a special Thanksgiving event reflected on the importance of diversity, and black and white Greek organizations sponsored joint social activities such as the first Ebony and Ivory Step Show. The campus has organized an informal group of student leaders to discuss and plan future cross-cultural events.

- Olive-Harvey College, Elgin Community College, Heartland Community College, South Suburban College, and Governors State University established plans and organizational structures to better serve underrepresented groups and enhance cultural diversity

Academic and Vocational Programs

- Chicago State University in cooperation with Kennedy-King College, Oliver-Harvey College, and Harold Washington College established the Chicago Linkage for Minorities in Biomedical Sciences (CLIMB). Funded by the National Institutes of Health, the program is designed to increase the number of minorities entering biomedical careers and enhance transition from two-year colleges to four-year institutions.

- Harold Washington College in partnership with Allstate and the American Association of Community Colleges has developed a new program designed to attract more minority students into actuarial science.

- Kankakee Community College in cooperation with local business and governmental offices has established Meeting the UnMet Need. The program will offer education and training to individuals considered to be unemployable. Participants, mainly Black males, receive education in pre-vocational skills with completers eligible to enroll in a technical training program. Local employers provide part-time jobs.

- Danville Area Community College granted a one-semester sabbatical leave to a faculty member for developing coursework and materials about multi-culturalism. The college was also one of forty institutions throughout the nation chosen to participate in the West Coast Conference on Pluralism. Faculty participating in this project will collect and create records about local minority history.

- Western Illinois University established African-American Studies as an academic department and conducted a national search to hire the first department chair. In complementary activities, the university created an annual lecture series for the department and inaugurated the Scholars Program which offers students weekly sessions on study skills and writing, as well as tutoring.

- The University of Illinois at Urbana-Champaign established the Latino Studies Program which will conduct teaching and research on Latino issues at the graduate and undergraduate levels. Northeastern Illinois University established the Resource Center for African-American History and Race Relations. The center houses diverse material including documentary videos and feature films.

Recruitment and Student Support Programs

- A number of institutions undertook special efforts to enhance the recruitment of minority students. Waubonsee Community College established a task force to develop a new recruitment plan and created a second committee to review how institutional policies affect recruitment practices and procedures. As part of the implementation of its strategic plan, Governors State University developed goals and activities for increasing minority enrollment. Northern Illinois University and Western Illinois University expanded minority recruitment, particularly at community colleges.

- The College of DuPage and Parkland College created multi-cultural centers. These centers will encourage cooperation among programs, as well as faculty and students, to promote student success and interest in cultural diversity. Among other program initiatives, Parkland College also enhanced coordination between its precollegiate and collegiate programs to facilitate the academic progress and retention of minority students.

- Richard J. Daley College expanded its services for minority students by establishing three new programs: Upward Bound, Title III, and the Gifted Student Program. Title III will implement learning style assessments in which students, faculty, and staff identify teaching strategies that best meet individual student needs.

- Olive-Harvey College established the Latino Council to assist in the recruitment and retention of Latino students.

- The University of Illinois at Urbana-Champaign created the Merit Program for Emerging Scholars in Chemistry. The program aims to increase the retention of minority students in science and engineering and to encourage graduate study.

- The Student Health Service at Illinois State University inaugurated new programs for African-American students focusing on sickle cell anemia and hypertension.

Social and Cultural Programs

- Northeastern Illinois University initiated the first Asian-American Heritage Week and increased contact with Asian community leaders and associations. New organizations were established for Chinese, Korean, and Indian students.

- Northern Illinois University, Illinois State University, Southern Illinois University at Carbondale, and Northeastern Illinois University created new mentoring programs for minority students.

- The transfer center at Belleville Area College received a mini-grant from the college's foundation to expand its multi-cultural programming. The center sponsored guest speakers, theatrical productions for college and local elementary students, and a cultural diversity training series.

Precollegiate and Outreach Programs

- A number of institutions created outreach programs for minority youth. For example, Elgin Community College initiated the Youth Leadership Academy and Upward Bound. Rend Lake College started the Friends of Youth program. The Center for Black Studies at Northern Illinois

University, in collaboration with a local men's club, developed a "drop-by program" for students at a DeKalb middle school.

- Wright College implemented training and service programs for residents of minority communities. The Job Readiness Training Program provides technology skills and strategies to facilitate success in the business world. The One Stop Center at the college's south campus will offer retraining and job placement services to public aid recipients. The college has also hired a director of minority student outreach to work with schools, community associations and the college's student organizations to promote Hispanic participation in higher education.

- Southern Illinois University at Carbondale created the Health Science Enrichment Program for students at two East St. Louis high schools. Organized by the Medical/Dental Education Preparatory Program, students participate in classroom, laboratory, and on-campus activities involving medical/health science education.

- Southern Illinois University at Edwardsville, in cooperation with the East St. Louis School District and community agencies, started an AmeriCorps program to offer tutoring, mentoring and recreation activities to children in the third to sixth grades.

- Southern Illinois University at Edwardsville was one of twenty institutions selected by the Association of American Colleges and Universities to sponsor community seminars on "diversity and democracy".

- Governors State University created a new summer camp for minority junior high students to improve mathematics and writing skills. Richland Community College started a week long summer program "I am Going to College" for students in grades 5 to 8.

Female Students

Illinois public institutions of higher education offer numerous programs for female students and staff, as shown in Tables 21 and 22. In the past year, public institutions strengthened existing programs and developed new programs to address women's needs. Highlights include:

Academic Programs

- The University of Illinois at Urbana-Champaign created a new living-learning community for female students under the Women in Science and Engineering Program. This program is intended to offer an environment that challenges female students academically while providing formal and informal interaction and support from other students and faculty.

- Southern Illinois University at Carbondale's women's studies staff purchased and distributed a resource guide entitled *Who is Doing Research at SIU-C? A Resource Guide to Gender Research at Southern Illinois University at Carbondale*. The university also received a grant from the National Science Foundation to conduct research about why young women fail to pursue careers in science and engineering and to devise strategies to interest them in these fields.

Student Support

- Danville Area Community College established the Student Courtesy Center, an area where students, particularly parents, can talk, study, and make important telephone calls such as to doctors and child care providers. Although the center is open to all students, women represent the target population and make the most use of the center. Sauk Valley Community College formed a support group staffed by a college counselor in which women returning to college can discuss issues and problems.

- Parkland College established the Delores Cobb Single Mothers Award, a scholarship program, initiated the Peggy Harris Memorial Recognition Awards, which acknowledge the contributions of women of diverse backgrounds, and inaugurated two discussion series on Women's Health and Healing and Life Experience of a Minority Woman.

- Belleville Area Community College published two brochures entitled, *101 Ways to Survive College as a Nontraditional Student*, and *25+1 Tips from Mom*. The brochures reflect the ideas that emerged from two focus groups when students were asked to discuss strategies that had enabled them to complete their education. In great demand, the campus has published 11,000 brochures.

- The College of DuPage sponsored, Take Charge, a program in which groups of low-income, single mothers visit the campus and receive information about academic programs and services.

- Illinois State University established an intercollegiate women's varsity soccer team and increased scholarships for women's gymnastics, tennis, swimming and diving teams to the maximum number permitted by the NCAA. Olive-Harvey formed its first women's basketball team. Eastern Illinois University increased the number of Talent Student Awards allocated to female athletes.

Students with Disabilities

Public colleges and universities expanded activities for students and staff with disabilities--a reflection of continuing efforts to comply with provisions of the 1990 Americans with Disabilities Act (ADA). Highlights this past year include:

- Many campuses reexamined their services and physical plant to accommodate the needs of students with disabilities as part of the process of modifying their facilities and acquiring new technology and adaptive equipment. For example, Joliet Junior College convened a space renovation committee to consider institutional changes, while the University of Illinois at Chicago focused upon implementing the recommendations of five task forces (facilities, operational services, academic programs, health programs, and employment).

- Many campuses purchased new equipment such as readers, scanners, braille printers, speech recognition computers, and other devices to meet the specialized needs of students with disabilities. At Illinois State University, students in the industrial technology program designed and built adaptive devices.

- Simple, thoughtful changes often greatly benefit students with disabilities. For example, the University of Illinois at Springfield modified its library to better accommodate patrons with wheelchairs by lowering the reference desk and part of the circulation desk. The library also provided better access to a copier and elevator controls.

- Increases in the enrollment of students with disabilities, as well as the diverse nature of the disabilities, has lead some institutions to reorganize their delivery of services. For example, Western Illinois University relocated its disability services unit to offer more testing rooms and to better accommodate adaptive equipment. Lincoln Land Community College has decided to organize all services through one program. The University of Illinois at Springfield created a Disability Services unit to better accommodate student needs.

- The University of Illinois at Urbana-Champaign is developing a new World Wide Web disability resource guide that will be available on the Department of Rehabilitation Education Services home page.

- At Kishwaukee College, computer software and hardware additions and some physical and curricular adaptations enabled students to participate in drafting, horticulture, and office systems courses. Northeastern Illinois University offered for the first-time a biology laboratory adapted for students with visual impairments. The students use oversized models of body systems, zoom text lens, and closed circuit TV.

- Moraine Valley Community College hosted its first annual Transition Conference for disabled high school students and their parents. The college also established an advisory panel which is composed of past and current college students who advise the college about unmet needs and the concerns of student with disabilities. Morton College conducted a focus group of students with disabilities which resulted in an increase in handicapped parking and accessible entrances.

- Belleville Area College created an ad hoc faculty committee to respond to the needs of students with disabilities. In cooperation with the Special Services Center, this committee presented a session on "Teaching and Learning with Students with Disabilities" during faculty development week.

Underrepresented Staff

Female and, in particular, minority representation among faculty and staff is low, and a major concern of Illinois higher education. As described in previous reports, public institutions have instituted new programs and procedures to recruit and retain members of underrepresented groups. Highlights this past year include:

- While recruiting minorities for administrative and faculty openings can be difficult because of the low percentage of minorities receiving doctoral degrees, some institutions have achieved notable success. For instance, at Governors State University, 15 of 25 tenure-track faculty and administrators hired in 1996 for permanent positions were members of minority groups.

- Northern Illinois University established a new learner/trainee policy for its human resources training program which recruits candidates from underrepresented groups into civil service positions. Candidates are placed in units throughout the university and provided with support for one to two years or until hired into a regular full-time position at the university.

- Many colleges and universities changed their recruiting practices to better inform potential minority candidates about job openings. For example, the College of DuPage increased its budget for advertising new positions, while Highland Community College adopted new job

notification procedures that include use of the Internet and contacting minority professionals and community leaders about new jobs.

- Lincoln Land Community College established a new procedure whereby employees paid from grants that are in danger of being discontinued have the first opportunity for new positions. The campus reports that "while the primary purpose of this effort was to offer good employees an opportunity to move under the operating fund into continuing positions, one outcome was the employment of women and minorities who were under employed by training and experience into administrative or professional positions much more visible and much more commensurate with their background, education, and experience."

- Danville Area Community College created a Leadership Focus Team as part of its Continuous Quality Improvement Initiative. The purpose and mission of the team is to increase representation and promote employment opportunities for underrepresented staff. The college also established a campus chapter of the Minority Teachers Education Association.

- Kishwaukee College joined the Minority Vita Bank administered by the Northern Illinois Consortium of Community Colleges. The college reported that "the success of this vita bank was evident in attracting minority applicants for the new Transfer Center Director opening. This even included several qualified applicants from out-of-state who came for interviews."

YEAR IN REVIEW: STUDIES AND PROGRAM EVALUATIONS

In the past year, the Board of Higher Education and public colleges and universities have undertaken numerous studies and program evaluations concerning underrepresented groups. Evaluation represents an important tool to better understand the obstacles confronted by underrepresented groups, as well as to understand how program efforts can help students overcome these barriers. Since public institutions allocate over $93 million for these programs, it is particularly important that colleges and universities assess program effectiveness and maximize use of resources.

As indicated in the bibliography in Appendix I, a number of Board of Higher Education reports in 1996 had information relevant to student and staff representation. One especially interesting study was the *Public University Baccalaureate Follow-Up Surveys of the 1994 Graduates* which included racial/ethnic information on post-graduation employment. While the study is a pilot and conclusions are tentative, the results nevertheless provide direction for future areas of investigation. This study showed that Black and Hispanic graduates reported higher percentages (81 and 80 percent, respectively) of full-time employment one year after graduation, than did White and Asian graduates (77 and 70 percent, respectively). Further investigation of these results suggest at least a partial explanation for Asian graduates who had a higher percentage of graduates enrolled full-time in further education as compared with other groups.

Another interesting finding from the survey was that 19 percent of Black graduates were both working full time and enrolled in school full time, compared with 16 percent for Hispanic graduates and 14 percent for Asian and White graduates. The study also found a higher percentage of Black graduates were employed in public and social service professions than other groups. Hispanic graduates were more likely to find employment in education, while Asian graduates were more likely to be in engineering and computer science fields, and White graduates in business, management, finance, and education fields.

Results from the follow-up survey also showed gender differences in employment and earnings. Similar to results from three previous iterations of this study, women were shown to earn less than men, whether they worked full time or part time. The study indicated that occupational choice may be a factor in the differences in earning between men and women with women tending to select occupations in the lower-income brackets. The results highlight the importance of advising during the course of a student's undergraduate career, especially in the choice of a major.

Two other Board reports in 1996 had information related to underrepresented groups: *Gender Equity in Intercollegiate Athletic Programs at Illinois Public Universities* and *Retention, Graduation, and Time-To-Degree of Baccalaureate Students at Public Universities*. The first report summarizes actions taken by Illinois public universities to achieve gender equity in intercollegiate athletics. The report describes the use of gender equity resources and the degree of compliance with Title IX. The Board's study on retention and time-to-degree presents the results of the experience of freshman students at public universities since the mid-1980s. The study shows that Black and Hispanic students have higher drop-out rates than majority students, and that a higher proportion of Black and Hispanic students graduate in more than six years.

During the past year, the Board of Higher Education reviewed and evaluated minority projects funded under the Higher Education Cooperation Act and the federal Dwight D.

Eisenhower Professional Development Program. Summaries of evaluations are included in Board of Higher Education reports that authorize HECA and Eisenhower program allocations (see the bibliography).

In this year's HECA evaluations, the Illinois Scholars program reported that 89 percent of its graduating students had progressed toward teacher certification. The program serves individuals who want to become teachers in economically disadvantaged schools in Illinois. About two-thirds of participating students are minorities and two-thirds low income. A total of 22 higher education institutions in Illinois now participate in this program which served 60 students this past year. Another HECA project, the Percy Julian Program, reported that over 91 percent of past participants have gone on to enroll in institutions of higher education. A long-term cooperative effort among Eastern Illinois University, Lake Land College and 11 Illinois high schools, the program offers college credit courses to minority students in the summer of their senior year. To date, over 365 seniors have participated in this program.

The Hispanic Program for Educational Achievement in the Quad Cities, coordinated by Western Illinois University also reported a significant increase in Hispanic enrollment and graduation rates at both Western Illinois University and Black Hawk College. Hispanic enrollment in undergraduate, graduate, and extension programs at the WIU campus increased from 190 students in fall 1989 to 301 students in fall 1995 with the number of Hispanic graduates increasing by 176 percent during this period. Hispanic enrollment in Black Hawk College's credit program increased by 60 percent from 209 students in fall 1989 to 329 students in fall 1995.

Public universities and community colleges conduct periodic studies about the academic progress of students from underrepresented groups and annually review the effectiveness of programs serving underrepresented groups. This past year, colleges and universities reviewed units serving students with disabilities and units seeking to improve student representation in mathematics, science, and engineering. Highlights from institutional studies and program reviews include:

- Many institutions have experienced significant increases in the enrollment of students with disabilities. For instance, Belleville Area Community College reported a 346 percent increase over the past seven years, while students with disabilities receiving services at McHenry County College increased from 50 in 1990 to 226 in 1996. This growth, in part, reflects a rise in the number of students with learning disabilities. For instance, students with learning disabilities that are registered for services with the Division of Rehabilitation Education Services at the University of Illinois at Urbana-Champaign increased from 26 in 1990 to 85 in 1996.

- Eastern Illinois University reports that its Peer Helper Program "has been instrumental in bonding new students to the campus as well as improving the long-term graduate rates. Twelve years ago approximately 50 percent of minority freshmen made the transition to their sophomore year. Today, 87 percent of minority freshmen make the successful transition." In 1996, 35 peer helpers assisted 119 students in this program.

- Olive Harvey College reports that more than 85 percent of students enrolled in developmental programs are retained and half move to the next level of courses. About 80 percent of students completing precollegiate courses place into credit programs.

- Southern Illinois University at Edwardsville reports that minority enrollment in engineering has nearly doubled since the minority student engineering program was created in 1985.

- Moraine Valley Community College conducted an extensive survey of the opinions of students from various racial/ethnic groups about college services and operations. The college reports that "although the respondents from the four ethnic groups (Asian, Black, Hispanic, and White) did not always agree on the importance of and/or their satisfaction with each item, there was no overall disagreement. No items rated as 'strengths' by one group were rated as 'weaknesses' by another. The major difference between the groups was the rating of financial aid: black respondents rated the availability of financial aid a strength while the other groups did not."

- The College of Agriculture, Consumer, and Environmental Sciences at the University of Illinois at Urbana-Champaign has seen a four-fold increase in the number of undergraduate degrees awarded to minority students, while at the same time retention rates over the past five years have risen from 50 percent to 90 percent. The college attributes this success to the expansion of services involving study and reading skills and the tutoring offered to minority students.

APPENDICES

APPENDIX I

ANNOTATED BIBLIOGRAPHY OF 1996 ILLINOIS BOARD OF HIGHER EDUCATION REPORTS ON UNDERREPRESENTED GROUPS

Dwight D. Eisenhower Professional Development Program: Federal Fiscal Year 1995 Grant Awards. (January 1996).

This report describes and evaluates projects funded by the Illinois Board of Higher Education under the federal Dwight D. Eisenhower Mathematics and Science Education Program. The program funds projects designed to improve the teaching of mathematics and science at elementary and secondary schools. Several of the projects specifically target underrepresented and disadvantaged students for success in mathematics and math-related fields.

Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois. (March 1996).

This is the eighth annual report on improving the participation and success of underrepresented groups in Illinois public institutions. The report focuses on female, minority, and disabled students and staff. It provides information on statewide policies, programs, and studies, as well as institutional plans and activities to improve representation. Three focus topics explore issues concerning teaching and diversity, black male student representation, and female representation in science, mathematics, and engineering programs. New information is also included by discipline on trends in bachelor's, master's, and doctoral degrees awarded to Black and Hispanic students.

Health Services Education Grants Act: Fiscal Year 1996 Grant Allocations. (March 1996).

The Health Services Education Grants Act distributes state funds through the Board of Higher Education to support the enrollment of Illinois residents in health profession programs at private colleges and universities. Some funds are allocated to support the enrollment of Black, Hispanic, and Native American residents. This report indicates the number of minority students supported and the funds allocated for this purpose.

Student Preparation For College. (May 1996).

This report examines trends in high school graduation and college going rates, high school test-taking patterns and standardized test scores, and relates high school course-taking patterns and test scores to freshman achievement. Some information is presented by race and ethnicity.

Gender Equity in Intercollegiate Athletic Programs at Illinois Public Universities. (May 1996).

This report summarizes the actions taken by Illinois public universities towards achieving gender equity in intercollegiate athletics, the use of gender equity resources, and the degree of compliance with Title IX.

1996 Data Book on Illinois Higher Education. (July 1996).

The *Data Book* presents head-count enrollments and degree data by gender and racial/ethnic group for undergraduate and graduate/professional students at each Illinois public and private institution of higher education. In addition to institutional data, aggregate gender and racial/ethnic data on enrollment also are given for each Illinois higher education sector. Also, the *Data Book* presents degree data by discipline and racial/ethnic group at all degree levels.

Retention, Graduation, and Time to Degree of Baccalaureate Students at Public Universities. (July 1996).

This report presents information on retention, graduation, and time-to-degree for each of the groups of freshmen who entered public universities between the 1983-84 and 1991-92 academic years. Information is presented for Black and Hispanic students.

Illinois Consortium for Educational Opportunity Program: Fiscal Year 1997 Allocation of Financial Awards. (July 1996).

This report describes program eligibility and administrative characteristics, funding, and distribution of awards for the Illinois Consortium for Educational Opportunity Program. This program awards financial aid to minority graduate students at Illinois public and private institutions of higher education. The goal of the program is to increase the number of minority faculty and staff in Illinois colleges and universities.

Public University Baccalaureate Follow-Up Surveys of the 1994 Graduates. (September 1996).

This report describes the results of surveys of 12,870 public university graduates from the Class of 1994, one year after graduation. The study is designed to investigate whether public university baccalaureate graduates find employment, whether that employment is related to their undergraduate major, whether they pursue further education after earning their bachelor's degrees, and whether they are satisfied with their undergraduate experiences. Information is presented by gender and race/ethnicity.

Student Preparation for College: Update. (September 1996).

This report provides an update of the Board's May 1996 report on student preparation with attention to recent information about characteristics of students taking standardized tests. The report features information by race and ethnicity.

Higher Education Cooperation Act: Fiscal Year 1997 Grant Allocations. (September 1996).

Under the Higher Education Cooperation Act (HECA), the Board of Higher Education annually allocates appropriated funds to support projects and activities involving cooperation among higher education institutions. This report describes and evaluates projects that were funded for fiscal year 1997. Two HECA programs specifically allocate funds to enhance minority representation: Minority Educational Achievement Grants, and Minority Articulation Program Grants.

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Table 1

ENROLLMENT BY RACIAL/ETHNIC CATEGORY AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
FALL 1980 TO FALL 1995

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	ercent	Number	Percent
Community Colleges**																
Fall 1980	231,698	64.5 %	55,718	15.5 %	18,459	5.1 %	8,516	2.4 %	3,964	1.1 %	*	* %	40,692	11.3 %	359,047	100 %
Fall 1984	249,207	69.0	63,356	17.5	21,065	5.8	10,658	3.0	1,471	0.4	912	0.3	14,518	4.0	361,187	100
Fall 1992	260,866	71.0	50,735	13.8	35,949	9.8	15,295	4.2	1,510	0.4	1,577	0.4	1,671	0.5	367,603	100
Fall 1994	242,774	70.0	48,535	14.0	35,189	10.1	15,391	4.4	1,338	0.4	1,659	0.5	2,093	0.6	346,979	100
Fall 1995	234,443	69.4	46,703	13.8	36,304	10.7	14,874	4.4	1,259	0.4	1,846	0.5	2,287	0.7	337,716	100
Public Universities																
Undergraduate																
Fall 1980	115,102	77.6	17,220	11.6	3,801	2.6	3,323	2.2	429	0.3	2,870	1.9	5,611	3.8	148,356	100
Fall 1984	112,417	77.5	16,230	11.2	4,006	2.8	4,843	3.3	337	0.2	3,119	2.1	4,138	2.9	145,090	100
Fall 1992	109,281	73.2	19,194	12.9	7,307	4.9	8,413	5.6	372	0.2	3,061	2.1	1,643	1.1	149,271	100
Fall 1994	101,541	70.6	19,887	13.8	8,152	5.7	9,128	6.4	411	0.3	2,952	2.1	1,668	1.2	143,739	100
Fall 1995	100,229	70.6	19,377	13.6	8,357	5.9	9,184	6.5	427	0.3	2,730	1.9	1,711	1.2	142,015	100
Graduate/Professional																
Fall 1980	35,121	75.1	3,215	6.9	667	1.4	925	2.0	113	0.2	2,732	5.8	3,996	8.5	46,769	100
Fall 1984	32,470	72.7	2,874	6.4	762	1.7	1,177	2.6	79	0.2	3,695	8.3	3,627	8.1	44,684	100
Fall 1992	35,104	69.3	4,250	8.4	1,117	2.2	1,920	3.8	111	0.2	5,962	11.8	2,196	4.3	50,660	100
Fall 1994	34,115	67.2	5,165	10.2	1,387	2.7	2,177	4.3	115	0.2	5,589	11.0	2,202	4.3	50,750	100
Fall 1995	33,882	67.1	5,128	10.2	1,570	3.1	2,332	4.6	131	0.3	5,502	10.9	1,972	3.9	50,517	100
Private Universities																
Undergraduate																
Fall 1980	83,244	73.2	12,660	11.1	3,308	2.9	2,521	2.2	176	0.2	1,959	1.7	9,786	8.6	113,654	100
Fall 1984	86,446	74.3	13,430	11.5	5,276	4.5	3,589	3.1	333	0.3	1,897	1.6	5,353	4.6	116,324	100
Fall 1992	89,558	71.4	15,030	12.0	9,035	7.2	6,909	5.5	346	0.3	2,508	2.0	2,068	1.6	125,454	100
Fall 1994	88,227	70.1	14,858	11.8	10,017	8.0	7,546	6.0	432	0.3	2,698	2.1	2,126	1.7	125,904	100
Fall 1995	87,078	69.3	14,580	11.6	10,450	8.3	7,919	6.3	440	0.4	2,751	2.2	2,487	2.0	125,705	100
Graduate/Professional																
Fall 1980	36,351	78.4	1,966	4.2	566	1.2	1,241	2.7	59	0.1	2,097	4.5	4,112	8.9	46,392	100
Fall 1984	39,244	82.4	1,855	3.9	649	1.4	1,609	3.4	64	0.1	2,464	5.2	1,718	3.6	47,603	100
Fall 1992	45,631	75.9	3,444	5.7	1,487	2.5	3,601	6.0	103	0.2	4,898	8.1	977	1.6	60,141	100
Fall 1994	46,707	74.0	4,027	6.4	1,804	2.9	4,252	6.7	113	0.2	4,949	7.8	1,303	2.1	63,155	100
Fall 1995	48,016	73.2	4,360	6.6	1,914	2.9	4,585	7.0	138	0.2	5,144	7.8	1,465	2.2	65,622	100
All Institutions																
Fall 1980	501,516	70.2	90,779	12.7	26,801	3.8	16,526	2.3	4,741	0.7	9,658	1.4	64,197	9.0	714,218	100
Fall 1984	519,784	72.7	97,745	13.7	31,758	4.4	21,876	3.1	2,284	0.3	12,087	1.7	29,354	4.1	714,888	100
Fall 1992	540,440	71.8	92,653	12.3	54,895	7.3	36,138	4.8	2,442	0.3	18,006	2.4	8,555	1.1	753,129	100
Fall 1994	513,364	70.3	92,472	12.7	56,549	7.7	38,494	5.3	2,409	0.3	17,847	2.4	9,392	1.3	730,527	100
Fall 1995	503,648	69.8	90,148	12.5	58,595	8.1	38,894	5.4	2,395	0.3	17,973	2.5	9,922	1.4	721,575	100

* Combined with Unknown

** Includes students enrolled in all community college programs: undergraduate, precollegiate, and continuing education programs.

Source: IBHE Fall Enrollment Surveys

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Table 2

COMMUNITY COLLEGE ENROLLMENT
BY RACIAL/ETHNIC CATEGORY AND PROGRAM TYPE
FALL 1987 TO FALL 1995

Instructional Program	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Non-Resident Alien	Unknown*	Total
Fall 1987	235,803	47,549	22,423	11,611	1,224	574	4,876	324,163
Undergraduate	147,080	25,617	6,201	5,179	735	340	2,749	187,901
Pre-Collegiate	11,870	11,699	13,441	3,731	224	68	237	41,270
Continuing Education	76,853	10,233	2,781	2,701	265	166	1,890	94,889
Fall 1993	251,672	47,658	35,694	15,391	1,402	1,635	1,265	354,717
Undergraduate	170,605	29,445	11,042	8,732	868	700	888	222,280
Pre-Collegiate	13,414	10,177	19,778	3,382	255	439	105	47,550
Continuing Education	67,653	8,036	4,874	3,277	279	496	272	84,887
Fall 1994	242,774	48,535	35,189	15,391	1,338	1,659	2,093	346,979
Undergraduate	164,863	30,685	12,531	8,938	847	709	1,232	219,805
Pre-Collegiate	12,746	10,026	17,953	3,240	217	355	210	44,747
Continuing Education	65,165	7,824	4,705	3,213	274	595	651	82,427
Fall 1995	234,443	46,703	36,304	14,874	1,259	1,846	2,287	337,716
Undergraduate	157,534	30,310	12,821	8,963	784	606	1,318	212,336
Pre-Collegiate	12,383	9,093	18,753	2,908	209	576	339	44,261
Continuing Education	64,526	7,300	4,730	3,003	266	664	630	81,119
Percent Change in Enrollment								
Undergraduate								
1987 to 1995	7.1 %	18.3 %	106.8 %	73.1 %	6.7	78.2	(52.1) %	13.0 %
1994 to 1995	(4.4)	(1.2)	2.3	0.3	(7.4)	(14.5)	7.0	(3.4)
Pre-Collegiate								
1987 to 1995	4.3	(22.3)	39.5	(22.1)	(6.7)	747.1	43.0	7.2
1994 to 1995	(2.8)	(9.3)	4.5	(10.2)	(3.7)	62.3	61.4	(1.1)
Continuing Education								
1987 to 1995	(16.0)	(28.7)	70.1	11.2	0.4	300.0	(66.7)	(14.5)
1994 to 1995	(1.0)	(6.7)	0.5	(6.5)	(2.9)	11.6	(3.2)	(1.6)
Total Enrollments								
1987 to 1995	(0.6)	(1.8)	61.9	28.1	2.9	221.6	(53.1)	4.2
1994 to 1995	(3.4)	(3.8)	3.2	(3.4)	(5.9)	11.3	9.3	(2.7)

* Unknown category includes 121 students in Fall 1986 and 103 students in Fall 1987 with no known academic program. These students are included in the total only

Source: IBHE Fall Enrollment Surveys

Table 3

TOTAL BLACK AND HISPANIC
UNDERGRADUATE & GRADUATE/PROFESSIONAL ENROLLMENT
ILLINOIS COLLEGES AND UNIVERSITIES
FALL 1986 TO FALL 1995

	Black			Hispanic		
	Undergraduate	Graduate/ Professional	Total	Undergraduate	Graduate/ Professional	Total
1986	60,435	5,585	66,020	16,542	1,754	18,296
1987	57,343	5,852	63,195	17,177	1,972	19,149
1988	57,468	5,435	62,903	18,643	1,943	20,586
1989	58,096	6,173	64,269	20,766	2,048	22,814
1990	62,848	6,940	69,788	23,580	2,241	25,821
1991	64,555	7,440	71,995	25,718	2,543	28,261
1992	64,418	7,694	72,112	27,418	2,604	30,022
1993	64,236	8,321	72,557	28,545	2,840	31,385
1994	65,430	9,192	74,622	30,700	3,191	33,891
1995	64,267	9,488	73,755	31,628	3,484	35,112
Percent Change						
1994 to 1995	(1.8) %	3.2 %	(1.2) %	3.0 %	9.2 %	3.6 %
1986 to 1995	6.3	69.9	11.7	91.2	98.6	91.9

Source: IBHE Fall Enrollment Surveys

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Table 4

NUMBER OF ILLINOIS PUBLIC HIGH SCHOOL GRADUATES
BY RACIAL/ETHNIC CATEGORY
FY1986 TO FY1996

Year	White Non-Hispanic	Black Non-Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaskan	Total
FY1986	89,073	17,751	5,085	2,305	105	114,319
FY1987	90,415	17,737	5,199	2,588	136	116,075
FY1988	91,793	18,641	5,541	2,945	170	119,090
FY1989	88,019	19,143	6,184	3,184	130	116,660
FY1990	79,980	18,139	6,437	3,414	149	108,119
FY1991	76,050	17,067	6,467	3,647	98	103,329
FY1992	75,754	16,017	7,079	3,705	187	102,742
FY1993	75,916	16,045	7,782	3,746	139	103,628
FY1994	74,473	15,598	7,983	3,929	143	102,126
FY1995	77,181	15,411	8,263	4,089	220	105,164
FY1996	76,349	15,597	8,459	4,063	158	104,626
FY1986 to FY1996	(11,892)	(2,340)	3,178	1,784	115	(9,155)

Source: State Board of Education

Table 5

MONETARY AWARD RECIPIENTS AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
BY RACIAL/ETHNIC CATEGORY
FY1980 TO FY1995

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		Alaskan or American Indian		Other/ Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Community Colleges														
Undergraduate														
FY1980	9,557	40.9 %	11,573	49.5 %	1,110	4.7 %	392	1.7 %	260	1.1 %	499	2.1 %	23,391	100.0
FY1982	10,855	40.1	12,930	47.8	1,379	5.1	758	2.8	384	1.4	737	2.7	27,043	100.0
FY1986	15,780	48.3	13,569	41.5	1,460	4.5	1,205	3.7	193	0.6	481	1.5	32,688	100.0
FY1988	16,002	53.2	10,522	35.0	1,264	4.2	1,018	3.4	127	0.4	1,127	3.7	30,060	100.0
FY1992	22,705	60.4	10,848	28.9	2,012	5.4	1,258	3.3	221	0.6	552	1.5	37,596	100.0
FY1993	20,711	62.2	8,966	26.9	1,896	5.7	1,161	3.5	178	0.5	402	1.2	33,314	100.0
FY1994	24,874	61.3	10,884	26.8	2,560	6.3	1,619	4.0	198	0.5	414	1.0	40,549	100.0
FY1995	24,294	58.4	11,399	27.4	2,844	6.8	1,644	4.0	365	0.9	1,026	2.5	41,572	100.0
Public Universities														
Undergraduate														
FY1980	16,988	55.9	9,860	32.5	1,627	5.4	973	3.2	249	0.8	687	2.3	30,384	100.0
FY1982	16,559	56.8	8,681	29.8	1,674	5.7	1,204	4.1	292	1.0	749	2.6	29,159	100.0
FY1986	21,704	59.9	9,543	26.3	1,975	5.4	2,150	5.9	75	0.2	816	2.3	36,263	100.0
FY1988	21,043	61.7	7,797	22.9	2,114	6.2	1,701	5.0	290	0.9	1,156	3.4	34,101	100.0
FY1992	23,855	58.6	10,093	24.8	2,850	7.0	2,956	7.3	122	0.3	824	2.0	40,700	100.0
FY1993	23,275	57.3	10,140	25.0	2,955	7.3	2,604	6.4	221	0.5	1,402	3.5	40,597	100.0
FY1994	25,104	55.5	11,586	25.6	3,227	7.1	3,540	7.8	151	0.3	1,589	3.5	45,197	100.0
FY1995	22,107	58.6	10,261	27.2	2,776	7.4	2,047	5.4	113	0.3	442	1.2	37,746	100.0
Private Universities														
Undergraduate														
FY1980	25,189	62.2	10,837	26.8	2,420	6.0	905	2.2	298	0.7	816	2.0	40,465	100.0
FY1982	23,037	59.7	9,620	24.9	3,294	8.5	1,265	3.3	360	0.9	1,035	2.7	38,611	100.0
FY1986	20,505	60.4	6,591	19.4	3,133	9.2	1,170	3.4	120	0.4	2,443	7.2	33,962	100.0
FY1988	21,148	58.8	6,520	18.1	3,145	8.7	1,370	3.8	80	0.2	3,693	10.3	35,956	100.0
FY1992	20,633	63.0	5,192	15.8	3,951	12.1	1,780	5.4	77	0.2	1,135	3.5	32,768	100.0
FY1993	20,489	68.2	4,263	14.2	3,453	11.5	1,563	5.2	77	0.3	215	0.7	30,060	100.0
FY1994	19,392	65.1	4,640	15.6	3,757	12.6	1,458	4.9	74	0.2	466	1.6	29,787	100.0
FY1995	20,970	57.5	4,281	11.7	3,938	10.8	1,665	4.6	107	0.3	5,508	15.1	36,469	100.0

Source: Student Fincial Aid Survey

Table 6

TRANSFERS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES TO ILLINOIS FOUR-YEAR COLLEGES AND UNIVERSITIES
FALL 1988 TO FALL 1995

	Fall 1988			Fall 1994			Fall 1995			Change in Growth 1988 - 1995		
Sector	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic	Total Transfers	Black	Hispanic	Total Transfers	Blacks	Hispanic
To Public Universities	9,034	737	231	10,669	1,049	427	10,693	1,037	443	18.4 %	40.7 %	91.8 %
To Non-Profit Institutions	4,618	655	147	5,429	639	321	5,724	748	372	23.9	14.2	153.1
To Proprietary Institutions	172	40	8	203	31	11	166	20	9	(3.5)	(50.0)	12.5
Total	13,824	1,432	386	16,301	1,719	759	16,583	1,805	824	20.0	26.0	113.5

Source: IBHE Fall Enrollment Surveys

Table 7

TRANSFERS FROM ILLINOIS PUBLIC COMMUNITY COLLEGES TO ILLINOIS PUBLIC UNIVERSITIES
FALL 1987 to FALL 1995

	Fall 1987				Fall 1994				Fall 1995				Percent Change 1987 to 1995		
	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic	Percent Black and Hispanic	Total Transfers	Black	Hispanic
Chicago State University	401	369	9	94.3 %	473	415	18	91.5 %	425	382	10	92.2 %	6.0	3.5	11.1 %
Eastern Illinois University	728	9	3	1.6	668	16	16	4.8	798	17	11	3.5	9.6	88.9	266.7
Governors State University	470	68	9	16.4	366	94	14	29.5	372	63	18	21.8	(20.9)	(7.4)	100.0
Illinois State University	1,367	28	9	2.7	1,417	55	30	6.0	1,567	80	35	7.3	14.6	185.7	288.9
Northeastern Illinois University	572	57	43	17.5	510	69	60	25.3	484	72	69	29.1	(15.4)	26.3	60.5
Northern Illinois University	1,454	23	30	3.6	1,532	43	66	7.1	1,504	76	75	10.0	3.4	230.4	150.0
Western Illinois University	680	38	13	7.5	859	47	29	8.8	785	50	26	9.7	15.4	31.6	100.0
Southern Illinois University	1,907	94	18	5.9	2,427	136	30	6.8	2,527	170	31	8.0	32.5	80.9	72.2
Carbondale	1,454	56	15	4.9	1,783	69	24	5.2	1,820	98	26	6.8	25.2	75.0	73.3
Edwardsville	453	38	3	9.1	644	67	6	11.3	707	72	5	10.9	56.1	89.5	66.7
University of Illinois	2,078	144	96	11.5	2,417	174	164	14.0	2,231	127	168	13.2	7.4	(11.8)	75.0
Chicago	1,016	101	83	18.1	1,233	122	135	20.8	1,129	95	139	20.7	11.1	(5.9)	67.5
Springfield	415	35	0	8.4	414	43	4	11.4	457	26	7	7.2	10.1	(25.7)	NA
Urbana - Champaign	647	8	13	3.2	770	9	25	4.4	645	6	22	4.3	(0.3)	(25.0)	69.2
TOTAL	9,657	830	230	11.0 %	10,669	1,049	427	13.8 %	10,693	1,037	443	13.8 %	10.7	24.9	92.6 %

Source IBHE Fall Enrollment Surveys

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Table 8

ENROLLMENT BY SEX AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
FALL 1980 TO FALL 1995

Level/Year	Community Colleges* Male	Community Colleges* Female	Community Colleges* Percent Female	Public Universities Male	Public Universities Female	Public Universities Percent Female	Private Institutions Male	Private Institutions Female	Private Institutions Percent Female
Undergraduate									
Fall 1980	153,699	205,348	57.2 %	75,757	72,599	48.9 %	52,318	61,336	54.0 %
Fall 1984	152,420	208,767	57.8	74,189	70,901	48.9	54,508	61,816	53.1
Fall 1988	137,422	190,854	58.1	73,709	73,649	50.0	53,747	65,570	55.0
Fall 1990	148,803	204,095	57.8	74,300	76,071	50.6	55,256	67,712	55.1
Fall 1992	153,528	214,075	58.2	73,399	75,872	50.8	56,347	69,107	55.1
Fall 1994	142,753	204,226	58.9	69,370	74,369	51.7	54,915	70,989	56.4
Fall 1995	140,384	197,332	58.4	67,743	74,272	52.3	54,356	71,349	56.8
Master's**									
Fall 1980				15,300	20,281	57.0	13,268	12,105	47.7
Fall 1984				13,749	18,625	57.5	14,933	12,854	46.3
Fall 1988				14,208	19,860	58.3	16,494	15,256	48.1
Fall 1990				15,454	21,292	57.9	18,281	18,950	50.9
Fall 1992				15,829	22,366	58.6	18,786	20,142	51.7
Fall 1994				15,269	22,572	59.6	19,129	22,036	53.5
Fall 1995				15,268	22,846	59.9	19,598	23,591	54.6
First Professional									
Fall 1980				3,330	1,115	25.1	10,095	3,492	25.7
Fall 1984				3,218	1,419	30.6	9,388	4,366	31.7
Fall 1988				2,649	1,684	38.9	8,415	4,536	35.0
Fall 1990				2,469	1,719	41.0	8,104	4,744	36.9
Fall 1992				2,450	1,835	42.8	7,590	4,844	39.0
Fall 1994				2,391	1,973	45.2	7,709	5,142	40.0
Fall 1995				2,438	1,959	44.6	7,762	5,257	40.4
Doctoral									
Fall 1980				4,376	2,367	35.1	4,844	2,588	34.8
Fall 1984				4,747	2,926	38.1	3,925	2,137	35.3
Fall 1988				4,853	2,910	37.5	4,604	2,914	38.8
Fall 1990				4,344	2,832	39.5	5,031	3,373	40.1
Fall 1992				4,816	3,364	41.1	5,142	3,637	41.4
Fall 1994				4,923	3,622	42.4	5,234	3,905	42.7
Fall 1995				4,580	3,426	42.8	5,207	4,207	44.7
Total									
Fall 1980	153,699	205,348	57.2	98,763	96,362	49.4	80,525	79,521	49.7
Fall 1984	152,420	208,767	57.8	95,903	93,871	49.5	82,754	81,173	49.5
Fall 1988	137,422	190,854	58.1	95,419	98,103	50.7	83,260	88,276	51.5
Fall 1990	148,803	204,095	57.8	96,567	101,914	51.3	86,672	94,779	52.2
Fall 1992	153,528	214,075	58.2	96,494	103,437	51.7	87,865	97,730	52.7
Fall 1994	142,753	204,226	58.9	91,953	102,536	52.7	86,987	102,072	54.0
Fall 1995	140,384	197,332	58.4	90,029	102,503	53.2	86,923	104,404	54.6

* Includes students enrolled in all community college programs.
** Includes students enrolled in Advanced Certificate programs.

Source: IBHE Fall Enrollment Surveys

Table 9

ENROLLMENT BY SEX, RACIAL/ETHNIC CATEGORY, AND SECTOR AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
FALL 1995

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Community Colleges																
All programs	234,443	100.0 %	46,703	100.0 %	36,304	100.0 %	14,874	100.0 %	1,259	100.0 %	1,846	100.0 %	2,287	100.0 %	337,716	100.0 %
Males	96,335	41.1	17,166	36.8	17,592	48.5	6,996	47.0	531	42.2	724	39.2	1,040	45.5	140,384	41.6
Females	138,108	58.9	29,537	63.2	18,712	51.5	7,878	53.0	728	57.8	1,122	60.8	1,247	54.5	197,332	58.4
Public Universities																
Undergraduate	100,229	100.0	19,377	100.0	8,357	100.0	9,184	100.0	427	100.0	2,730	100.0	1,711	100.0	142,015	100.0
Males	49,260	49.1	6,965	35.9	3,852	46.1	4,931	53.7	207	48.5	1,572	57.6	956	55.9	67,743	47.7
Females	50,969	50.9	12,412	64.1	4,505	53.9	4,253	46.3	220	51.5	1,158	42.4	755	44.1	74,272	52.3
Graduate/Professional	33,882	100.0	5,128	100.0	1,570	100.0	2,332	100.0	131	100.0	5,502	100.0	1,972	100.0	50,517	100.0
Males	14,448	42.6	1,665	32.5	683	43.5	1,216	52.1	53	40.5	3,434	62.4	787	39.9	22,286	44.1
Females	19,434	57.4	3,463	67.5	887	56.5	1,116	47.9	78	59.5	2,068	37.6	1,185	60.1	28,231	55.9
Private Universities																
Undergraduate	87,078	100.0	14,580	100.0	10,450	100.0	7,919	100.0	440	100.0	2,751	100.0	2,487	100.0	125,705	100.0
Males	37,804	43.4	5,427	37.2	4,352	41.6	3,938	49.7	176	40.0	1,646	59.8	1,013	40.7	54,356	43.2
Females	49,274	56.6	9,153	62.8	6,098	58.4	3,981	50.3	264	60.0	1,105	40.2	1,474	59.3	71,349	56.8
Graduate/Professional	48,016	100.0	4,360	100.0	1,914	100.0	4,585	100.0	138	100.0	5,144	100.0	1,465	100.0	65,622	100.0
Males	23,369	48.7	1,453	33.3	910	47.5	2,648	57.8	59	42.8	3,502	68.1	626	42.7	32,567	49.6
Females	24,647	51.3	2,907	66.7	1,004	52.5	1,937	42.2	79	57.2	1,642	31.9	839	36.4	33,055	50.4
All Institutions	503,648	100.0	90,148	100.0	58,595	100.0	38,894	100.0	2,395	100.0	17,973	100.0	9,922	100.0	721,575	100.0
Males	221,216	43.9	32,676	36.2	27,389	46.7	19,729	50.7	1,026	42.8	10,878	60.5	4,422	44.6	317,336	44.0
Females	282,432	56.1	57,472	63.8	31,206	53.3	19,165	49.3	1,369	57.2	7,095	39.5	5,500	55.4	404,239	56.0

Source: IBHE 1994 Fall Enrollment Survey

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Table 10

FY1996 DISABLED STUDENT ENROLLMENT AT ILLINOIS PUBLIC INSTITUTIONS

Community Colleges	Enrollment
Belleville Area College	296
Black Hawk College	190
City Colleges of Chicago	
Daley College	206
Kennedy-King College	265
Malcolm X College	131
Olive-Harvey College	131
Truman College	480
Harold Washington College	287
Wright College	395
Danville Area Community College*	62
College of DuPage	1,130
Elgin Community College	193
William Rainey Harper College	1,604
Heartland Community College*	87
Highland Community College*	31
Illinois Central College	213
Illinois Eastern Community Colleges	43
Illinois Valley Community College	298
Joliet Junior College	197
Kankakee Community College	296
Kaskaskia College	530
Kishwaukee College*	44
College of Lake County*	606
Lake Land College	163
Lewis and Clark Community College	123
Lincoln Land Community College	145
John A. Logan College*	184
McHenry Community College	226
Moraine Valley Community College	229
Morton College*	33
Oakton Community College*	786
Parkland College	388
Prairie State College	135
Rend Lake College	35
Richland Community College	36
Rock Valley College	1
Carl Sandburg College	27
Sauk Valley Community College*	47
Shawnee Community College*	14
South Suburban College of Cook County	209
Southeastern Illinois College	11
Spoon River College	35
State Community College	17
Triton College	74
Waubonsee Community College	1
John Wood Community College	111

Public Universities	Enrollment
Chicago State University	
Eastern Illinois University	126
Governors State University	15
Illinois State University	348
Northeastern Illinois University	257
Northern Illinois University*	871
Western Illinois University	189
Southern Illinois University at Carbondale*	744
Southern Illinois University at Edwardsville	174
University of Illinois at Chicago	157
University of Illinois at Springfield*	N/A
University of Illinois at Urbana-Champaign	262

* Estimate of disabled population--All other enrollment numbers are students that received institutional services

N/A Not Available

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Table 11A

COMMUNITY COLLEGE DEGREES, BY LEVEL AND TYPE
BY RACIAL/ETHNIC CATEGORY
FALL 1995

Program Type	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Collegiate Level	27,341	95.3 %	4,329	94.3 %	1,612	91.8 %	1,262	99.0 %	127	92.7 %	162	90.5 %	126	100.0 %	34,959	95.1 %
General Associate	520	1.8	204	4.4	39	2.2	32	2.5	4	2.9	6	3.4	5	4.0	810	2.2
Baccalaureate/Transfer	11,031	38.5	1,048	22.8	466	26.5	371	29.1	45	32.8	58	32.4	29	23.0	13,048	35.5
Associate in Arts	6,104	21.3	663	14.4	302	17.2	164	12.9	27	19.7	29	16.2	15	11.9	7,304	19.9
Associate in Science	4,312	15.0	359	7.8	163	9.3	198	15.5	18	13.1	28	15.6	7	5.6	5,085	13.8
Associate in Arts & Science	589	2.1	26	0.6	1	0.1	9	0.7	0	0.0	1	0.6	7	5.6	633	1.7
Associate in Eng. Science	26	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	26	0.1
Occupational	15,781	55.0	3,075	66.9	1,106	63.0	859	67.4	78	56.9	98	54.7	92	73.0	21,089	57.4
Associate in Applied Science	8,176	28.5	938	20.4	348	19.8	301	23.6	33	24.1	70	39.1	23	18.3	9,889	26.9
Certificate of 1 yr or more	3,177	11.1	824	17.9	238	13.6	138	10.8	11	8.0	12	6.7	15	11.9	4,415	12.0
Certificate of less than 1 yr	4,344	15.1	1,297	28.2	516	29.4	400	31.4	33	24.1	16	8.9	53	42.1	6,659	18.1
Vocational Skills Certificate	84	0.3	16	0.3	4	0.2	20	1.6	1	0.7	0	0.0	1	0.8	126	0.3
General Studies Certificates	9	0.0	2	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	12	0.0
Precollegiate Level	1,345	4.7	264	5.7	144	8.2	13	1.0	10	7.3	17	9.5	0	0.0	1,793	4.9
Adult Basic Education	187	0.7	27	0.6	2	0.1	1	0.1	2	1.5	1	0.6	0	0.0	220	0.6
Adult Secondary Education	1,158	4.0	237	5.2	142	8.1	12	0.9	8	5.8	16	8.9	0	0.0	1,573	4.3
Total Completions	28,686	100.0	4,593	100.0	1,756	100.0	1,275	100.0	137	100.0	179	100.0	126	100.0	36,752	100.0

Source: ICCB Annual Enrollment and Completion Records

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Table 11B

NUMBER OF DEGREES CONFERRED BY RACIAL/ETHNIC CATEGORY AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
1985-86 TO 1994-95

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Community Colleges																
Certificates																
1985-86	6,582	75.1 %	1,353	15.4 %	321	3.7 %	188	2.1 %	34	0.4 %	18	0.2 %	267	3.0 %	8,763	100 %
1988-89	5,812	66.2	1,877	21.4	500	5.7	397	4.5	63	0.7	16	0.2	114	1.3	8,779	100
1993-94	7,771	70.1	1,972	17.8	662	6.0	552	5.0	56	0.5	29	0.3	45	0.4	11,087	100
1994-95	7,614	67.9	2,139	19.1	759	6.8	558	5.0	45	0.4	28	0.2	69	0.6	11,212	100
Associate's																
1985-86	18,209	83.6	2,174	10.0	469	2.2	429	2.0	56	0.3	66	0.3	384	1.8	21,787	100
1988-89	16,970	85.0	1,860	9.3	489	2.4	407	2.0	38	0.2	65	0.3	145	0.7	19,974	100
1993-94	19,717	84.3	2,053	8.8	760	3.2	656	2.8	73	0.3	98	0.4	41	0.2	23,398	100
1994-95	19,727	83.1	2,190	9.2	853	3.6	704	3.0	82	0.3	134	0.6	57	0.2	23,747	100
Public Universities																
Certificates																
1985-86	21	91.3	0	0.0	0	0.0	0	0.0	0	0.0	1	4.3	1	4.3	23	100
1988-89	33	91.7	0	0.0	1	2.8	1	2.8	0	0.0	1	2.8	0	0.0	36	100
1993-94	30	88.2	0	0.0	1	2.9	1	2.9	1	2.9	0	0.0	1	2.9	34	100
1994-95	18	94.7	1	5.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	19	100
Associate's																
1985-86	[illegible]	86.9	54	8.0	11	1.6	6	0.9	2	0.3	16	2.4	0	0.0	677	100
1988-89	521	87.4	50	8.4	4	0.7	4	0.7	1	0.2	8	1.3	8	1.3	596	100
1993-94	421	86.6	26	5.3	8	1.6	4	0.8	1	0.2	8	1.6	18	3.7	486	100
1994-95	464	84.1	33	6.0	13	2.4	4	0.7	1	0.2	19	3.4	18	3.3	552	100
Bachelor's																
1985-86	23,863	84.8	1,757	6.2	522	1.9	837	3.0	69	0.3	775	2.8	323	1.1	28,146	100
1988-89	24,493	84.2	1,885	6.5	643	2.2	1,035	3.6	77	0.3	600	2.1	350	1.2	29,083	100
1993-94	24,259	79.9	2,425	8.0	1,049	3.5	1,485	4.9	73	0.2	742	2.4	325	1.1	30,358	100
1994-95	23,550	78.1	2,700	8.9	1,147	3.8	1,628	5.4	73	0.2	683	2.3	389	1.3	30,170	100
Master's*																
1985-86	6,312	75.1	458	5.5	121	1.4	220	2.6	13	0.2	963	11.5	314	3.7	8,401	100
1988-89	6,454	74.6	441	5.1	137	1.6	202	2.3	13	0.2	1,159	13.4	241	2.8	8,647	100
1993-94	7,333	70.6	718	6.9	189	1.8	285	2.7	27	0.3	1,608	15.5	228	2.2	10,388	100
1994-95	7,006	70.3	674	6.8	198	2.0	356	3.6	18	0.2	1,474	14.8	242	2.4	9,968	100
Professional																
1985-86	874	86.8	64	6.4	42	4.2	20	2.0	4	0.4	1	0.1	2	0.2	1,007	100
1988-89	892	82.9	67	6.2	49	4.6	65	6.0	1	0.1	2	0.2	0	0.0	1,076	100
1993-94	836	76.3	83	7.6	49	4.5	115	10.5	2	0.2	8	0.7	2	0.2	1,095	100
1994-95	808	73.3	79	7.2	62	5.6	143	13.0	3	0.3	5	0.5	3	0.3	1,103	100
Doctorates																
1985-86	622	62.6	34	3.4	16	1.6	46	4.6	3	0.3	238	24.0	34	3.4	993	100
1988-89	729	66.1	36	3.3	15	1.4	53	4.8	0	0.0	249	22.6	21	1.9	1,103	100
1993-94	667	54.1	53	4.3	22	1.8	63	5.1	2	0.2	418	33.9	7	0.6	1,232	100
1994-95	718	52.9	55	4.1	15	1.1	53	3.9	5	0.4	479	35.3	33	2.4	1,358	100

Table 11B (Continued)

NUMBER OF DEGREES CONFERRED BY RACIAL/ETHNIC CATEGORY AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
1985-86 TO 1994-95

	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Private Institutions																
Certificates																
1985-86	1,901	49.5 %	1,028	26.8 %	390	10.2 %	85	2.2 %	6	0.2 %	56	1.5 %	375	9.8 %	3,841	100 %
1988-89	1,178	49.3	679	28.4	372	15.6	49	2.0	3	0.1	5	0.2	105	4.4	2,391	100
1993-94	809	40.6	672	33.7	453	22.7	41	2.1	2	0.1	6	0.3	11	0.6	1,994	100
1994-95	801	41.8	659	34.4	375	19.6	43	2.2	2	0.1	5	0.3	32	1.7	1,917	100
Associate's																
1985-86	1,510	57.5	506	19.3	278	10.6	80	3.0	3	0.1	17	0.6	231	8.8	2,625	100
1988-89	1,891	60.6	633	20.3	401	12.8	124	4.0	8	0.3	24	0.8	41	1.3	3,122	100
1993-94	1,741	55.6	599	19.1	674	21.5	97	3.1	5	0.2	15	0.5	0	0.0	3,131	100
1994-95	1,624	51.0	721	22.6	745	23.4	78	2.4	3	0.1	12	0.4	2	0.1	3,185	100
Bachelor's																
1985-86	15,957	84.6	1,318	7.0	483	2.6	575	3.0	39	0.2	343	1.8	150	0.8	18,865	100
1988-89	16,287	82.8	1,458	7.4	564	2.9	829	4.2	35	0.2	317	1.6	186	0.9	19,676	100
1993-94	17,378	78.9	1,626	7.4	846	3.8	1,302	5.9	42	0.2	503	2.3	336	1.5	22,033	100
1994-95	17,103	77.6	1,709	7.8	980	4.4	1,337	6.1	56	0.3	494	2.2	364	1.7	22,043	100
Master's*																
1985-86	7,227	82.3	439	5.0	115	1.3	294	3.3	13	0.1	593	6.8	98	1.1	8,779	100
1988-89	8,456	80.2	515	4.9	215	2.0	426	4.0	26	0.2	823	7.8	78	0.7	10,539	100
1993-94	10,192	74.9	931	6.8	290	2.1	669	4.9	21	0.2	1,046	7.7	462	3.4	13,611	100
1994-95	10,291	74.8	931	6.8	321	2.3	713	5.2	21	0.2	1,168	8.5	318	2.3	13,763	100
Professional																
1985-86	3,120	90.3	105	3.0	55	1.6	126	3.6	5	0.1	45	1.3	1	0.0	3,457	100
1988-89	2,910	87.0	121	3.6	73	2.2	176	5.3	9	0.3	57	1.7	0	0.0	3,346	100
1993-94	2,545	79.1	146	4.5	96	3.0	314	9.8	8	0.2	101	3.1	9	0.3	3,219	100
1994-95	2,448	75.2	161	4.9	109	3.3	394	12.1	7	0.2	128	3.9	10	0.3	3,257	100
Doctorates																
1985-86	821	78.3	23	2.2	19	1.8	32	3.1	2	0.2	152	14.5	0	0.0	1,049	100
1988-89	800	74.6	31	2.9	16	1.5	39	3.6	0	0.0	187	17.4	0	0.0	1,073	100
1993-94	904	67.5	40	3.0	20	1.5	75	5.6	3	0.2	291	21.7	6	0.4	1,339	100
1994-95	954	64.6	43	2.9	43	2.9	74	5.0	3	0.2	342	23.2	18	1.2	1,477	100
Total Degrees																
1985-86	87,607	80.8	9,313	8.6	2,842	2.6	2,938	2.7	249	0.2	3,284	3.0	2,180	2.0	108,413	100
1988-89	87,426	79.9	9,653	8.8	3,479	3.2	3,807	3.5	274	0.3	3,513	3.2	1,289	1.2	109,441	100
1993-94	94,603	76.7	11,344	9.2	5,119	4.1	5,659	4.6	316	0.3	4,873	3.9	1,491	1.2	123,405	100
1994-95	93,126	75.2	12,095	9.8	5,620	4.5	6,085	4.9	319	0.3	4,971	4.0	1,555	1.3	123,771	100

* Includes Advanced Certificates

Source: IBHE Degrees Awarded Surveys

Table 12

BLACK BACHELOR'S DEGREE RECIPIENTS, BY FIELD
AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1986 TO 1995

Field	1986	1990	1992	1994	1995	Change 1994-95 Number	Change 1994-95 Percent	Change 1986-95 Number	Change 1986-95 Percent
Arts & Humanities	184	213	305	333	378	45	13.5 %	194	105.4 %
Visual & Performing Arts	71	61	87	83	110	27	32.5	39	54.9
Theology/Religion	8	4	13	7	11	4	57.1	3	37.5
Letters	88	122	174	214	219	5	2.3	131	148.9
Foreign Languages	6	13	23	20	21	1	5.0	15	250.0
Philosophy & Religion	11	13	8	9	17	8	88.9	6	54.5
Business & Communication	756	769	1,035	948	1,055	107	11.3	299	39.6
Business & Administration	625	575	852	789	860	71	9.0	235	37.6
Communications	128	183	175	150	176	26	17.3	48	37.5
Marketing & Distribution	3	11	8	9	19	10	111.1	16	533.3
Education & Psychology	436	503	543	623	685	62	10.0	249	57.1
Education	241	292	339	351	406	55	15.7	165	68.5
Psychology	195	211	204	272	279	7	2.6	84	43.1
Sciences, Math. & Engin.	754	783	693	744	805	61	8.2	51	6.8
Health Professions	270	349	265	252	319	67	26.6	49	18.1
Computer Science	169	137	127	149	113	(36)	(24.2)	(56)	(33.1)
Engineering	105	71	73	93	102	9	9.7	(3)	(2.9)
Physical Science	23	20	23	20	28	8	40.0	5	21.7
Biological/Life Science	82	83	79	99	107	8	8.1	25	30.5
Mathematics	27	27	30	30	28	(2)	(6.7)	1	3.7
Engineering Technologies	78	96	96	101	108	7	6.9	30	38.5
Social Sciences	343	375	478	506	573	67	13.2	230	67.1
Public Administration	69	47	114	83	89	6	7.2	20	29.0
Social Sciences/History	268	325	351	413	472	59	14.3	204	76.1
Area/Ethnic Studies	6	3	13	10	12	2	20.0	6	100.0
Other	602	684	836	897	913	16	1.8	311	51.7
Protective Services	120	147	135	145	160	15	10.3	40	33.3
Architecture	9	22	14	10	16	6	60.0	7	77.8
Parks & Recreation	6	8	14	19	30	11	57.9	24	400.0
Liberal/General Studies	159	154	500	523	501	(22)	(4.2)	342	215.1
Law and Legal Studies	3	4	9	5	5	0	0.0	2	66.7
Home Economics	52	79	49	56	65	9	16.1	13	25.0
Natural Resources	0	0	0	1	2	1	100.0	2	N/A
Agriculture	5	5	4	5	5	0	0.0	0	0.0
Multi/Interdis. Studies	229	228	73	108	102	(6)	(5.6)	(127)	(55.5)
Transportation	9	19	38	22	27	5	22.7	18	200.0
Other	10	18	0	3	0	(3)	(100.0)	(10)	(100.0)
Total--All Fields	3,075	3,327	3,890	4,051	4,409	358	8.8 %	1,334	43.4 %

Table 13

HISPANIC BACHELOR'S DEGREE RECIPIENTS, BY FIELD
AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1986 TO 1995

Field	1986	1990	1992	1994	1995	Change 1994-95 Number	Change 1994-95 Percent	Change 1986-95 Number	Change 1986-95 Percent
Arts & Humanities	115	145	229	234	261	27	11.5 %	146	127.0 %
Visual & Performing Arts	35	35	68	59	74	15	25.4	39	111.4
Theology/Religion	1	4	9	8	3	(5)	(62.5)	2	200.0
Letters	31	44	80	76	92	16	21.1	61	196.8
Foreign Languages	38	56	63	78	81	3	3.8	43	113.2
Philosophy & Religion	10	6	9	13	11	(2)	(15.4)	1	10.0
Business & Communication	227	304	386	444	507	63	14.2	280	123.3
Business & Administration	210	242	339	401	458	57	14.2	248	118.1
Communications	17	60	44	39	43	4	10.3	26	152.9
Marketing & Distribution	0	2	3	4	6	2	50.0	6	N/A
Education & Psychology	127	197	277	261	329	68	26.1	202	159.1
Education	68	114	164	165	189	24	14.5	121	177.9
Psychology	59	83	113	96	140	44	45.8	81	137.3
Sciences, Math, & Engin.	329	351	309	422	425	3	0.7	96	29.2
Health Professions	79	84	66	113	97	(16)	(14.2)	18	22.8
Computer Science	64	60	51	52	72	20	38.5	8	12.5
Engineering	73	65	71	91	83	(8)	(8.8)	10	13.7
Physical Science	10	13	13	22	13	(9)	(40.9)	3	30.0
Biological/Life Science	55	52	49	89	78	(11)	(12.4)	23	41.8
Mathematics	14	18	8	5	10	5	100.0	(4)	(28.6)
Engineering Technologies	34	59	51	50	72	22	44.0	38	111.8
Social Sciences	101	149	202	229	245	16	7.0	144	142.6
Public Administration	12	16	24	25	33	8	32.0	21	175.0
Social Sciences/History	86	129	176	196	204	8	4.1	118	137.2
Area/Ethnic Studies	3	4	2	8	8	0	0.0	5	166.7
Other	106	162	215	305	360	55	18.0	254	239.6
Protective Services	28	37	46	77	83	6	7.8	55	196.4
Architecture	15	10	11	23	26	3	13.0	11	73.3
Parks & Recreation	0	4	9	11	11	0	0.0	11	N/A
Liberal/General Studies	22	45	100	123	177	54	43.9	155	704.5
Law and Legal Studies	0	4	0	0	5	5	NA	5	N/A
Home Economics	11	13	11	13	14	1	7.7	3	27.3
Natural Resources	0	0	1	6	3	(3)	(50.0)	3	N/A
Agriculture	0	4	3	3	3	0	0.0	3	N/A
Multi/Interdisiplinary Studies	17	19	14	29	17	(12)	(41.4)	0	0.0
Transportation	10	14	20	20	20	0	0.0	10	100.0
Other	3	12	0	0	1	1	NA	(2)	(66.7)
Total--All Fields	1,005	1,308	1,618	1,895	2,127	232	12.2 %	1,122	111.6 %

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Table 14

BLACK MASTER'S DEGREE RECIPIENTS, BY FIELD
AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1986 TO 1995*

Field	1986	1990	1992	1994	1995	Change 1994-95 Number	Change 1994-95 Percent	Change 1986-95 Number	Change 1986-95 Percent
Arts & Humanities	55	72	66	94	73	(21)	(22.3) %	18	32.7 %
Visual & Performing Arts	15	26	18	38	29	(9)	(23.7)	14	93.3
Theology/Religion	17	11	16	28	11	(17)	(60.7)	(6)	(35.3)
Letters	18	26	28	26	25	(1)	(3.8)	7	38.9
Foreign Languages	2	1	1	1	4	3	300.0	2	100.0
Philosophy & Religion	3	8	3	1	4	3	300.0	1	33.3
Business & Communication	199	213	309	357	345	(12)	(3.4)	146	73.4
Business & Administration	166	192	276	318	303	(15)	(4.7)	137	82.5
Communications	33	21	30	38	41	3	7.9	8	24.2
Marketing & Distribution	0	0	3	1	1	0	0.0	1	N/A
Education & Psychology	359	490	603	707	720	13	1.8	361	100.6
Education	343	465	580	670	694	24	3.6	351	102.3
Psychology	16	25	23	37	26	(11)	(29.7)	10	62.5
Sciences, Math & Engin.	108	107	136	152	137	(15)	(9.9)	29	26.9
Health Professions	69	70	69	87	79	(8)	(9.2)	10	14.5
Computer Science	15	23	21	25	14	(11)	(44.0)	(1)	(6.7)
Engineering	10	5	19	16	16	0	0.0	6	60.0
Physical Science	3	4	5	8	9	1	12.5	6	200.0
Biological/Life Science	3	2	9	7	5	(2)	(28.6)	2	66.7
Mathematics	6	3	9	5	9	4	80.0	3	50.0
Engineering Technologies	2	0	4	4	5	1	25.0	3	150.0
Social Sciences	131	133	192	243	242	(1)	(0.4)	111	84.7
Public Administration	94	109	139	175	178	3	1.7	84	89.4
Social Sciences/History	29	23	43	52	49	(3)	(5.8)	20	69.0
Area/Ethnic Studies	8	1	10	16	15	(1)	(6.3)	7	87.5
Other	45	68	77	96	88	(8)	(8.3)	43	95.6
Protective Services	21	43	41	43	46	3	7.0	25	119.0
Library Science	8	9	10	16	14	(2)	(12.5)	6	75.0
Architecture	5	6	11	14	7	(7)	(50.0)	2	40.0
Parks & Recreation	0	0	2	8	1	(7)	(87.5)	1	N/A
Liberal/General Studies	1	2	6	7	5	(2)	(28.6)	4	400.0
Law and Legal Studies	0	2	1	4	5	1	25.0	5	N/A
Home Economics	1	2	1	2	4	2	100.0	3	300.0
Natural Resources	0	0	1	1	3	2	200.0	3	N/A
Agriculture	5	2	0	1	1	0	0.0	(4)	(80.0)
Multi/Interdis. Studies	2	2	4	0	2	2	N/A	0	0.0
Industrial Arts	2	0	0	0	0	0	N/A	(2)	(100.0)
Total--All Fields	897	1,083	1,383	1,649	1,605	(44)	(2.7) %	708	78.9 %

* Includes Advanced Certificates

Table 15

HISPANIC MASTER'S DEGREE RECIPIENTS, BY FIELD
AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1986 to 1995*

Field	1986	1990	1992	1994	1995	Change 1994-95 Number	Change 1994-95 Percent	Change 1986-95 Number	Change 1986-95 Percent
Arts & Humanities	24	35	39	60	44	(16)	(26.7) %	20	83.3 %
Visual & Performing Arts	3	11	6	19	12	(7)	(36.8)	9	300.0
Theology/Religion	10	9	11	15	10	(5)	(33.3)	0	0.0
Foreign Languages	2	7	8	14	8	(6)	(42.9)	6	300.0
Letters	9	6	7	10	11	1	10.0	2	22.2
Philosophy & Religion	0	2	7	2	3	1	50.0	3	N/A
Business & Communication	45	79	111	132	140	8	6.1	95	211.1
Business & Administration	41	66	104	124	128	4	3.2	87	212.2
Communications	4	13	7	6	12	6	100.0	8	200.0
Marketing & Distribution	0	0	0	2	0	(2)	(100.0)	0	N/A
Education & Psychology	69	77	143	145	157	12	8.3	88	127.5
Education	64	67	129	133	142	9	6.8	78	121.9
Psychology	5	10	14	12	15	3	25.0	10	200.0
Sciences, Math & Engin.	51	54	60	54	77	23	42.6	26	51.0
Health Professions	29	20	18	19	29	10	52.6	0	0.0
Computer Science	6	9	12	8	7	(1)	(12.5)	1	16.7
Engineering	7	15	16	16	28	12	75.0	21	300.0
Biological/Life Science	3	5	6	4	7	3	75.0	4	133.3
Physical Science	4	2	7	4	3	(1)	(25.0)	(1)	(25.0)
Mathematics	2	2	1	2	3	1	50.0	1	50.0
Engineering Technologies	0	1	0	1	0	(1)	(100.0)	0	N/A
Social Sciences	40	29	49	68	81	13	19.1	41	102.5
Public Administration	23	21	33	52	55	3	5.8	32	139.1
Social Sciences/History	13	8	13	12	21	9	75.0	8	61.5
Area/Ethnic Studies	4	0	3	4	5	1	25.0	1	25.0
Other	7	18	29	20	20	0	0.0	13	185.7
Protective Services	1	7	7	6	3	(3)	(50.0)	2	200.0
Architecture	0	1	3	3	5	2	66.7	5	N/A
Parks & Recreation	0	0	2	1	2	1	100.0	2	N/A
Liberal/General Studies	0	2	0	2	1	(1)	(50.0)	1	N/A
Law and Legal Studies	1	1	4	3	1	(2)	(66.7)	0	0.0
Home Economics	0	3	1	2	1	(1)	(50.0)	1	N/A
Library Science	4	2	7	1	5	4	400.0	1	25.0
Multi/Interdis. Studies	0	0	1	1	0	(1)	(100.0)	0	N/A
Agriculture	1	1	3	1	0	(1)	(100.0)	(1)	(100.0)
Industrial Arts	0	0	0	0	0	0	N/A	0	N/A
Natural Resources	0	0	1	0	2	2	N/A	2	N/A
Leisure & Recreation	0	1	0	0	0	0	N/A	0	N/A
Total--All Fields	236	292	431	479	519	40	8.4 %	283	119.9 %

*Includes Advanced Certificates

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Table 16

BLACK DOCTORAL DEGREE RECIPIENTS, BY FIELD
AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1986 to 1995

Field	1986	1990	1992	1994	1995	Change 1994-95 Number	Change 1994-95 Percent	Change 1986-95 Number	Change 1986-95 Percent
Arts & Humanities	8	6	14	16	18	2	12.5 %	10	125.0 %
Foreign Languages	0	0	1	0	2	2	N/A	2	N/A
Letters	2	0	3	4	3	(1)	(25.0)	1	50.0
Philosophy & Religion	2	0	1	0	1	1	N/A	(1)	(50.0)
Theology/Religion	4	5	9	10	10	0	0.0	6	150.0
Visual & Performing Arts	0	1	0	2	2	0	0.0	2	N/A
Education & Psychology	37	41	36	42	56	14	33.3	19	51.4
Education	30	32	29	31	45	14	45.2	15	50.0
Psychology	7	9	7	11	11	0	0.0	4	57.1
Sciences, Math & Engin	7	3	11	17	12	(5)	(29.4)	5	71.4
Biological/Life Science	2	1	0	4	5	1	25.0	3	150.0
Computer Science	0	0	0	1	0	(1)	(100.0)	0	N/A
Engineering	1	1	5	4	3	(1)	(25.0)	2	200.0
Health Professions	2	1	2	7	4	(3)	(42.9)	2	100.0
Mathematics	1	0	0	0	0	0	N/A	(1)	(100.0)
Physical Science	1	0	4	1	0	(1)	(100.0)	(1)	(100.0)
Social Sciences	5	6	8	13	9	(4)	(30.8)	4	80.0
Public Administration	1	3	6	5	2	(3)	(60.0)	1	100.0
Social Sciences/History	4	3	2	8	7	(1)	(12.5)	3	75.0
Other	0	1	3	5	3	(2)	(40.0)	3	N/A
Agriculture	0	0	2	1	1	0	0.0	1	N/A
Architecture	0	0	0	1	0	(1)	(100.0)	0	N/A
Business & Administration	0	0	0	0	1	1	N/A	1	N/A
Communications	0	1	0	3	0	(3)	(100.0)	0	N/A
Home Economics	0	0	1	0	0	0	N/A	0	N/A
Library Science	0	0	0	0	1	1	N/A	1	N/A
Total--All Fields	57	57	72	93	98	5	5.4 %	41	71.9 %

Table 17

HISPANIC DOCTORAL DEGREE RECIPIENTS, BY FIELD
AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION, 1986 TO 1995

Field	1986	1990	1992	1994	1995	Change 1994-95 Number	Change 1994-95 Percent	Change 1994-95 Number	Change 1994-95 Percent
Arts & Humanities	7	5	9	11	26	15	136.4 %	19	271.4 %
Foreign Languages	1	2	3	3	3	0	0.0	2	200.0
Letters	2	1	2	1	1	0	0.0	(1)	(50.0)
Philosophy & Religion	1	0	0	0	1	1	N/A	0	0.0
Theology/Religion	3	1	4	7	21	14	200.0	18	600.0
Visual & Performing Arts	0	1	0	0	0	0	N/A	0	N/A
Education & Psychology	13	8	14	12	16	4	33.3	3	23.1
Education	9	5	8	7	9	2	28.6	0	0.0
Psychology	4	3	6	5	7	2	40.0	3	75.0
Sciences, Math & Engin.	6	7	9	8	9	1	12.5	3	50.0
Computer Science	0	1	0	0	0	0	N/A	0	N/A
Engineering	3	0	1	2	1	(1)	(50.0)	(2)	(66.7)
Health Professions	0	1	2	0	1	1	N/A	1	N/A
Life Science	0	4	2	4	3	(1)	(25.0)	3	N/A
Mathematics	0	0	1	0	1	1	N/A	1	N/A
Physical Science	3	1	3	2	3	1	50.0	0	0.0
Social Sciences	6	4	5	9	5	(4)	(44.4)	(1)	(16.7)
Area & Ethnic Studies	0	0	0	0	0	0	N/A	0	N/A
Public Administration	2	1	0	1	2	1	100.0	0	0.0
Social Sciences/History	4	3	5	8	3	(5)	(62.5)	(1)	(25.0)
Other	3	3	2	2	2	0	0.0	(1)	(33.3)
Agriculture	0	3	0	1	1	0	0.0	1	N/A
Architecture	2	0	0	0	0	0	N/A	(2)	(100.0)
Business & Admistration	0	0	1	0	1	1	N/A	1	N/A
Communications	1	0	1	0	0	0	N/A	(1)	(100.0)
Home Economics	0	0	0	1	0	(1)	(100.0)	0	N/A
Total--All Fields	35	27	39	42	58	16	38.1 %	23	65.7 %

Table 18

DEGREES CONFERRED BY SEX AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
1980-81 TO 1994-95

Level/Year	Community Colleges			Public Universities			Private Universities		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Certificates									
1980-81	3,340	5,096	60.4 %	38	4	9.5 %	1,118	1,753	61.1 %
1984-85	2,984	4,652	60.9	22	3	12.0	2,080	2,033	49.4
1990-91	4,630	5,821	55.7	42	11	20.8	647	1,163	64.3
1993-94	4,617	6,470	58.4	32	2	5.9	665	1,329	66.6
1994-95	4,641	6,571	58.6	11	8	42.1	596	1,321	68.9
Associate's									
1980-81	8,499	10,708	55.8	320	238	42.7	675	971	59.0
1984-85	8,692	11,719	57.4	439	231	34.5	1,308	1,440	52.4
1990-91	8,495	13,363	61.1	350	175	33.3	1,275	1,443	53.1
1993-94	9,010	14,388	61.5	302	184	37.9	1,462	1,669	53.3
1994-95	8,961	14,786	62.3	317	235	42.6	1,435	1,750	54.9
Bachelor's									
1980-81				13,852	12,932	48.3	8,080	9,623	54.4
1984-85				14,417	13,387	48.1	8,616	9,909	53.5
1990-91				14,521	15,122	51.0	9,232	11,937	56.4
1993-94				14,989	15,369	50.6	9,409	12,624	57.3
1994-95				14,824	15,346	50.9	9,242	12,801	58.1
Master's*									
1980-81				4,143	4,729	53.3	4,297	3,269	43.2
1984-85				3,915	4,261	52.1	4,730	3,815	44.8
1990-91				3,940	5,022	56.0	5,766	5,854	50.4
1993-94				4,598	5,790	55.7	6,253	7,358	54.1
1994-95				4,385	5,583	56.0	6,491	7,272	52.8
First Professional									
1980-81				727	243	25.1	2,641	879	25.0
1984-85				689	293	29.8	2,409	1,153	32.4
1990-91				655	462	41.4	2,121	1,250	37.1
1993-94				622	473	43.2	1,902	1,317	40.9
1994-95				604	499	45.2	1,991	1,266	38.9
Doctorates									
1980-81				744	303	28.9	734	292	28.5
1984-85				704	358	33.7	701	297	29.8
1990-91				830	416	33.4	754	451	37.4
1993-94				799	433	35.1	817	522	39.0
1994-95				813	545	40.1	880	597	40.4
Total									
1980-81	11,839	15,804	57.2	19,824	18,449	48.2	17,545	16,787	48.9
1984-85	11,676	16,371	58.4	20,186	18,533	47.9	19,844	18,647	48.4
1990-91	13,125	19,184	59.4	20,338	21,208	51.0	19,795	22,098	52.7
1993-94	13,627	20,858	60.5	21,342	22,251	51.0	20,508	24,819	54.8
1994-95	13,602	21,357	61.1	20,954	22,216	51.5	20,635	25,007	54.8

* Includes Advanced Certificates

Source: IBHE Degrees Awarded Surveys

Table 19

FULL-TIME EMPLOYEES BY SEX, RACIAL/ETHNIC CATEGORY, AND SECTOR AT ILLINOIS INSTITUTIONS OF HIGHER EDUCATION
FALL 1995

Sector	White Non-Hispanic		Black Non-Hispanic		Hispanic		Asian or Pacific Islander		American Indian or Alaskan		Non-Resident Alien		Total	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Community Colleges														
Male	4,517	37.1 %	515	4.2 %	144	1.2 %	100	0.8 %	16	0.1 %	0	0.0 %	5,292	43.5 %
Female	5,646	46.4	992	8.1	143	1.2	93	0.8	13	0.1	0	0.0	6,887	56.5
Total	10,163	83.4	1,507	12.4	287	2.4	193	1.6	29	0.2	0	0.0	12,179	100.0
Public Universities														
Male	14,107	38.7	1,774	4.9	471	1.3	844	2.3	87	0.2	238	0.7	17,521	48.1
Female	13,898	38.2	3,429	9.4	692	1.9	679	1.9	83	0.2	108	0.3	18,889	51.9
Total	28,005	76.9	5,203	14.3	1,163	3.2	1,523	4.2	170	0.5	346	1.0	36,410	100.0
Non-profit Private Institutions														
Male	12,860	34.1	1,649	4.4	567	1.5	1,037	2.8	18	0.0	581	1.5	16,712	44.3
Female	14,580	38.7	4,197	11.1	830	2.2	1,052	2.8	30	0.1	289	0.8	20,978	55.7
Total	27,440	72.8	5,846	15.5	1,397	3.7	2,089	5.5	48	0.1	870	2.3	37,690	100.0

Source: IPEDS Survey

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Table 20

PUBLIC UNIVERSITIES
EMPLOYMENT CATEGORIES BY SEX AND RACE
FALL 1981, 1993, AND 1995

	Executive			Faculty			Professional		
	Fall 1981	Fall 1993	Fall 1995	Fall 1981	Fall 1993	Fall 1995	Fall 1981	Fall 1993	Fall 1995
Gender									
Male	74.7 %	60.0 %	55.8 %	76.0 %	68.7 %	67.0 %	43.2 %	39.4 %	38.5 %
Female	25.3	40.0	44.2	24.0	31.3	33.0	56.8	60.6	61.5
Race									
White	88.9 %	83.1 %	81.4 %	90.0 %	84.3 %	83.3 %	83.2 %	76.3 %	74.9 %
Black	8.2	12.4	13.3	3.6	4.3	4.8	9.5	12.5	13.3
Hispanic	1.2	2.1	2.8	1.2	1.8	2.2	1.7	3.1	3.3
Asian	1.6	2.1	2.0	5.0	6.7	7.1	5.2	6.0	6.6
American Indian	0.2	0.1	0.2	0.2	0.3	0.3	0.5	0.5	0.5
Non-Resident Alien	0.0	0.2	0.2	0.0	2.6	2.3	0.0	1.6	1.4

	Clerical			All Other Occupations*			Total		
	Fall 1981	Fall 1993	Fall 1995	Fall 1981	Fall 1993	Fall 1995	Fall 1981	Fall 1993	Fall 1995
Gender									
Male	7.4 %	8.4 %	8.9 %	63.0 %	63.6 %	63.0 %	52.2 %	48.6 %	53.2 %
Female	92.6	91.6	91.1	37.0	36.4	37.0	47.8	51.4	46.8
Race									
White	73.0 %	74.0 %	74.2 %	71.2 %	73.5 %	72.3 %	80.0 %	77.8 %	77.3 %
Black	22.4	20.4	19.3	25.3	21.1	21.7	14.9	13.9	13.5
Hispanic	2.8	4.1	5.1	2.0	3.2	3.6	1.8	2.9	3.1
Asian	1.3	1.1	1.2	1.2	1.4	1.7	2.9	3.8	4.6
American Indian	0.5	0.4	0.2	0.4	0.7	0.7	0.3	0.4	0.5
Non-Resident Alien	0.0	0.0	0.0	0.0	0.1	0.1	0.0	1.2	1.0

* Includes technicians and paraprofessionals, skilled craftspersons, and service/maintenance personnel

Source: IPEDS Survey

Table 21

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
CHICAGO STATE UNIVERSITY											
Upward Bound/Project Fame***	173	2			175						175
Student Support Services	213	8			221	1	3				225
Transitional College***	58				58						58
Academic Enrichment	165	10	1		176	3					179
Minority Biomedical Research Support	21				21						21
Hispanic Programs	395	1,902	80		2,377	153					2,530
Pre-Medical Education Program										291	291
Access										260	260
Support Services for Disabled Students									110		110
Chicago Linkage for Minorities in Biomedical Careers	24				24						24
Minority High School Research Apprentice Program											
Illinois Cooperative Work-Study Metropolitan Internship Program	18				18						18
Alliance for Minority Participation	49	1			50						50
Father and Son Program	27				27						27
BGU Minority Internship Program	43	8	2	2	55						55
EASTERN ILLINOIS UNIVERSITY											
Affirmative Action Office										843	843
Afro-American Cultural Center	2,000				2,000	250					2,250
African-American Studies											650
Gateway Program	74	10	4		88						88
Minority Affairs Office	528	10	4		542	9,631					10,173
Office of Student Housing											
Multiculturalism & Diversity Committee	399	97	45	10	551	4,284	465				5,300
Partnerships for Excellence *	111				111						111
Services for Students with Disabilities									126		126
Student Activities and Organizations											
Minority Affairs										6,500	6,500
Women's Advocacy Council											3,250
Women's Studies Minor											508
Visiting Professorship for Cultural Diversity											
GOVERNORS STATE UNIVERSITY											
Auxiliary Services for Disabled									15		15
Minority Graduate Student Tuition Waiver					25						25

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
GOVERNORS STATE UNIVERSITY (Continued)											
Minority Student Mentoring Program	75	25			100						100
Latino Achievement Program		16			16						16
Economic Achievers Program***	42				42						42
Creative Woman Scholarship								1			1
Nursing Traineeship Grant	6				6						6
Project HOPE***		130			130						130
Summer Enhancement Camp***	7				7						7
ILLINOIS STATE UNIVERSITY											
Counseling and Career Services										2,200	2,200
Career Employment Fair										1,015	1,015
Guerrilla Theatre Troupe										40	40
IDS 105–Cultural Understanding	311	100	82		493						493
Minority Phonathon										1,205	1,205
Personal and Career Counseling										9,735	9,735
Support Groups									348		348
Disability Concerns Office											
MECCPAC	1,300	70	10	1	1,381	787					2,168
Black History Month	33	400	7	1	441	40					481
Latino Heritage Month	573	328	3	8	912	375					1,287
Minority Scholars–in–Residence	400	27	1	2	430	1,400					1,830
Women's History Month											
Multicultural Center	7,940	852	2	62	8,856	50					8,906
Academic Support	3,483	1,546	2	62	5,093	50					5,143
Community Outreach	17,350	4,686	2	1,178	23,216	5					23,221
Publications	7,940	852	2	62	8,856						8,856
Retention											
Office of Residential Life	1,688	349	400	28	2,465	10,731	1				13,197
RA Programming	1,688	349	400	28	2,465	10,731	1				13,197
Unity Coalitions											
Student Health Services								863			863
Breast Health Awareness Project								6,599			6,599
Women's Health Clinic											

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
ILLINOIS STATE UNIVERSITY (Continued)											
Student Life and Programs											
ALAS										426	426
BSU										1,574	1,574
National Pan Hellenic										1,262	1,262
University College											
Associates	71	1			72						72
CAHNAR	4	24		1	29						29
College Opportunities Admission	78	13			91	1					92
High Potential Students Program	194	32	9	4	239	35					274
HPS Monetary Awards										329	329
Minority Professional Opportunities	138	65	19	3	225						225
REACH Program	229	88			317	88					405
Student Support Services	216	32	2		250	28					278
Summer Enrichment Program	14				14						14
Tuition Waivers	30	12			42	8					50
Women's Studies/Women's Center										833	833
NORTHEASTERN ILLINOIS UNIVERSITY											
Summer Transition Program	39	51	28		118	4					122
Partners for Success:	27	52	13		92						92
Project Success	215	16	65	1	297	27					324
Proyecto Pa'Lante		102			102						102
El Centro		93			93						93
Center for Inner City Studies					119	9					128
Women's Studies								612			746
Women's Services										1,167	1,167
Handicap Education Liaison Program									228		228
Affirmative Action Office										88	88
Chicago Teachers Center***										26,064	26,064
African Amer. Male Mentorship	63				63						63
Bilingual/Bicultural Education		63	3		66	3					69
Student Support Service	36	104	44	2	186	113	1				300
Reading Lab	97	332	238		667	178	7				852
English Language Program	102	338	258	2	700	86	10				796
Student Leadership					54		53				107

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
NORTHEASTERN ILLINOIS UNIVERSITY (Continued)											
Development Office Scholarships										54	54
Student Clubs	102	38	117		257						257
Inst. Islamic Studies										20	20
Fast Pace High School Biology***											N/A
Health Opportunities	10				10		1				11
Bilin(ual Special Education	1	45	2		48	9					57
Guidebook for Integrating***											0
Science Teaching Network***											N/A
Girls Sports Camps***								28			28
Mathematics Lab										1,540	1,540
FIPSE/IOWA		3	2		5						5
Better Days for Youth***	40	30			70						70
Minority Internship Project	6	4	1		11						11
NSEP	1	6			7						7
NORTHERN ILLINOIS UNIVERSITY											
Affirmative Action										860	860
Center for Access – Ability Resources									275		275
Tuition Waivers									1		1
Center For Black Studies											0
Courses	130	25	11	1	167	120					287
Orientation and Visits	300	40			340	10					350
Cultural Programs	450	75			525	75					600
Speakers	700	150	10		860	175					1,035
Other Activities	250	20			270	10					280
Center for Latino & Latin American Studies										2,100	2,100
Counseling and Student Development											0
Individual and Group Counseling	59	41	55		155		7				162
Minority Welcome Night	60	20			80						80
Minority Student Assistance Program	48				48						48
Minority Student Walk – In Hours	202				202						202
Other Programs										717	717
Educational Services & Programs											0
ACCESS & CHANCE	715	199	178	8	1,100	149	30				1,279
ACCESS – PAL	449	99	84		632	86	16				734

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
NORTHERN ILLINOIS UNIVERSITY (Continued)											
Supplemental Instruction	386	94	77	1	558	67	16				641
Diversified Resource Learning Center	145	32	23		200	15	3				218
ACCESS – Student Support Services	161	38	33	1	233	87	7				327
ACE/Upward Bound	93	25			118	10	3				132
ESP Tuition Waivers	7	3	3		13	8					21
ESP Social/Cultural Activities	70	40	10		120	60					180
ESP Campus Visits	65				65	3					68
Graduate School											0
Patricia Roberts Harris Fellowship	1		1		2	2					4
IL Consortium For Educational Opportunity	15	2			17						17
Graduate School Minority Fellowship	1	3			4						4
Carter G. Woodson Scholars Program	1	1			2						2
Rhoten A. Smith Assistantship Program	46	25	2	1	74						74
Tuition Waivers	31	9	3		43						43
Office of Admissions											0
Sponsored Campus Visits	232	792			1,024						1,024
Ed. Opportunities Traditional Search	1,580	1,281			2,861						2,861
Ed. Opportunities ESP Search					3,112						3,112
Minority Reception	37	32			69						69
Alumni Telethon	393	287			680						680
STARs Telethon	467	319			786						786
Tuition Waivers	48	68	20		136						136
General Recruitment Outreach	3,600	1,400	270		5,270						5,270
University Programming and Activities											0
Male Mentoring	249				249						249
Unity in Diversity Programming										400	400
Fine Arts Programs Promoting Diversity										6,206	6,206
University Resources For Latinos											0
Advisement	4	551	6		561	9	1				571
New Student Mentoring		145			145						145
Cultural Programs											0
Student Leadership Activities	40	845	5		890	10				1,400	1,400
Outreach Activities		2,123			2,123						900
											2,123

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
NORTHERN ILLINOIS UNIVERSITY (Continued)											
University Resources For Women											
Counseling								172			186
Workshops/Seminars								280			297
Tuition Waivers								4			4
Co-sponsored Programs								856			1,426
Women's Studies Program											
Courses										199	217
Minors (Graduate & Undergraduate)										51	53
Women's History Month										817	817
Colloquia (Sponsored & Co-sponsored)										125	125
Advisement & Research Assistance								51			53
Other Speakers										25	25
WESTERN ILLINOIS UNIVERSITY											
African-American Studies Program										633	633
Casa Latina Cultural Awareness Center	943	2,884	215	7	4,049	1,200	125				5,374
Disability Support Services									189		189
Gwendolyn Brooks Cultural Center	5,506	451	401	2	6,360	2,103					8,463
Cross-Cultural Educational Programs**	1,825	8,000	160	20	10,005		1,500			11,505	11,505
Minority Achievement Program	209	42	6	1	258						258
Multicultural Student Recruitment Office	810	373	81	9	1,273	725				1,998	1,998
President's Minority Graduate Access Program	9				9						9
Western's Equal Opportunity Scholarship & Grant	25	12	4		41						41
Western's Future Faculty Fellows Program	5				5					5	5
WIU Summer Minority Tutoring Program**	117	13			130	2					132
Women's Center								1,531			1,531
Women's Studies Program										1,060	1,060
SOUTHERN ILLINOIS UNIVERSITY											
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE											
Chicago H.S. for Agricultural Science/ Recruitment Program***										400	400
Future Scholars Program***										37	37
Minority Engineering Program***					122						122
Minority H.S. Research Apprentice Program***	4	2	4	3	13						13

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE (Continued)											
Southern IL Regional Career Preparation Program***	213				213						213
Upward Bound***	83	2			85	3					88
Women's Introduction to Engineering***										20	20
American Medical Women's Association/Medical School								138			138
Black American Studies Program										422	422
Black Togetherness Organization	20				20						20
Center for Basic Skills										414	414
College of Business Minority Retention Program	161	30	23	6	220						220
College of Education Minority Retention & Recruitment Program	210	24	16	3	253						253
Disabled Support Services									463		463
Dr. H.C. Landecker Memorial Endowment Fund/ Medical School								1			1
Graduate Dean's Fellowship Program	-									10	10
Head Start***										459	459
Health Science Enrichment Program/Medical School										31	31
IL Consortium for Educational Opportunity										140	140
IL Minority Graduate Incentive Program	21	8			29						29
Kathryn Terry Medical Student Scholarship Fund/ Medical School								1			1
Medical/Dental Preparatory/Medical School										84	84
Minority Participation Scholarships	14	7			21						21
Multicultural Programs and Services										89	89
Night Transit										991	991
Pre-matriculation Program/Medical School	3	1			4						4
Program to Prepare Minority Personnel for LD/EMH Minority Children & Youth	11	1			12						12
Project Achieve									176		176
Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)	89	13	7	2	111						111
Scholarship Program for Academically Superior Minority Students/Medical School	4	8	2		14						14
School of Law Minority Fellowships										29	29
School of Law Tutorial Program										35	35
Special Populations/Disabled Student Recreation Program									26		26

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Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	Total Students Served
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE (Continued)											
Summer Research Opportunity Program/Graduate School										10	10
Wheel Chair Repair Service									27		27
Women's Services							872				872
Women's Studies										6,120	6,120
Developing Scholars/Graduate School										71	71
Disability Support/Overhead Recovery										6	6
Individualized Recreation									75		75
Minorities in Agriculture, Nat. Resources & Related Sciences										70	70
Student National Medical Association	23	8	2		33						33
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE											
Competitive Graduate Award	1				1	18					19
Computer Lab/East St. Louis	250				250						250
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities	35	1	10		46	145					191
Disability Support Services									174		174
Educational Opportunity Center/East St. Louis	760	4	1		765	12	3				780
IL Consortium for Educational Opportunity	1				1						1
Katherine Dunham Center for the Performing Arts	875				875	85					960
Latin American Scholarship Program of American Univ.		2			2						2
Minority Engineering Program	87	8	30		125						125
Minority Engineering Program Department Tutoring Program										138	138
Minority Teachers of Illinois Scholarship	3				3						3
President's Minority Graduate Tuition Awards	26				26						26
Project GAIN	51	2	1	1	55	25					80
Recruitment and Retention Fund Johnetta Haley Scholarship	140	5	7	4	156						156
Organization of Minority Business Students Tutoring Program	40				40						40
School of Dental Medicine Minority Scholarship Program	3	1			4						4
School of Nursing Recruitment/Retention Committee	236				236	153					389
Special Services Program	274	3	1	2	280	109					389
Students Engaged in Engineering	60				60						60

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE (Continued)											
Women and Minorities in Educational Administration								3			3
Women's Studies Program								346			442
AmeriCorps/East St. Louis***	1,650	75			1,725	10					1,735
Child Development Program/East St. Louis***	219	3			222						222
Educational Enrichment Program***	940	35	8	3	986	468					1,454
Head Start Program***	1,215	14	14		1,243	173					1,416
Illinois Project Success***	773				773						773
Latchkey Program***	91				91						91
Midwest Engineering and Science Association Precollege Program***	65	1			66						66
Project CARING***	700				700						700
Project Success/East St. Louis***	150				150						150
Recruitment and Retention Fund Engineering and Science Precollege Program***	31	2			33						33
Upward Bound/Science Awareness Program***	150				150						150
Upward Bound/Math & Science Center***	40				40						40
UNIVERSITY OF ILLINOIS											
UNIVERSITY OF ILLINOIS AT CHICAGO											
Academic Center for Excellence	473	425	287	12	1,197	548	1,603				3,348
African – American Academic Network	1,862				1,862						1,862
African – American Cutural Center	1,550	284	410		2,244	545	1				2,790
Alternative Physical Education ***	88	1	1		90	9					99
Assoc. Chanc. for Comm. Relations ACT – SO***	200				200						200
Read – In***	800	800			1,600						1,600
Black History Month	1,800	105	45	35	1,985	20	28				2,033
Campus Advocacy Network	10		40		50	70	3				123
Center for Research on Women and Gender								18			18
Chancellor's Award	39	17			56						56
Chanc. Comm. on the Status of Latinos	250	2,600	67	33	2,950	300					3,250
Chanc. Comm. on the Status of Women								1,500			1,500
Chicago Alliance for Minority Particip.	121	202	114	1	438	165					603
Children's Center	34	17	54		105	53	13	103		171	171

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)											
College of Architecture, Art & Urban Planning, Minority Affairs	87	219	169	2	477	713	42				1,232
College of Business Administration Office of Minority Affairs	251	473	416	3	1,143	979	60				2,292
College of Education											
Future Teachers Club***	7	5	2	1	15	2	65				82
Nation of Tomorrow***	150	200			350	15					365
College of Engineering Minority Engineering Program	147	246		1	394						394
College of Medicine											
Health Careers Opportunity Program***	162	106	12	2	282	37					319
Minority H.S. Student Research***	10	5			15						15
College of Nursing											
I'm Ready***	315	171	34	3	523		175				698
College Prep Math Program							2,350				2,350
Disability Services									157		157
Early Outreach***											
Health/Science Enrich. Prog.***	16	7	4	1	28	2					30
Hispanic Math/Science Edu. Ini***	7	156			163						163
Mayor's Summer Job Program ***	60	15	1		76						76
Pre – Freshman Enrichment Prog.***	15	8			23						23
Saturday College***	192	165	18		375	12					387
College Component***	116	81	12		209	3	9				221
Graduate College Admissions & Retention Program											
Abraham Lincoln Grad. Fellowship	6	4			10						10
CIC Directory of Minority Ph.D Candidates and Recipients							31				31
CIC Name Exchange Program							750				750
CIC Summer Research Opportunity Program	15	8			23						23
Illinois Consortium for Educational Opportunity	10	4			14						14
Illinois Minority Graduate Fellowship	3	1			4						4
Minority Academic Partnership Plan		25			25						25
Latin American Recruitment & Educational Services	21	2,295	62	3	2,381	49	44				2,474
Martin Luther King, Jr. Scholarships	13	12			25						25

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)											
National Youth Sports Program ***	22				22	3					25
Native American Support Program	55	62	16	690	823	215					1,038
Office of Career Services	39	10			49						49
Office of Women's Affairs								9,865			10,003
President's Award Program	195	448		3	646						646
Presidents' Award Scholarships	305	376			681						681
Project Upward Bound***	112	3			115						115
Academic Support Services***	82	62	5		149	1					150
Educational Talent Search***	578	94	1		673	2					675
Math/Science Center***	31	5	3		39	2					41
Scholars Program***	108	34		1	143	11	1				155
Rafael Cintron Ortiz Cultural Center	530	7,500	195	70	8,295	2,200	158				10,653
Salute to Academic Ach.***	139	97		8	244						244
UIC–CCC Transfer Partnership (HBCA Grant)	265	141	206		612	315	35				962
Urban Health Program							13,872				13,872
College of Associated Health Professions	460	190	32	2	684	352					1,036
College of Nursing	5,862	2,981	491	5	9,339	642	544				10,525
College of Pharmacy	29	14	108	1	152	275					427
Summer Research Apprentice Program	4	4			8						8
U of I Assoc. of Parents	90	253	36	2	381	1,300	60				1,741
Women's Studies Program*											N/A
UNIVERSITY OF ILLINOIS AT SPRINGFIELD											
Minority Services Center	336	43			379						379
Minority Leadership in Public Service	7	3			10						10
Minority Recruitment	336	43			379	2,472					2,851
Minority Student Support for Teaching***	117				117						117
Student/Parent/Teacher Program***	96				96						96
College Futures***	122	5	11		138	402					540
Incorporation Project	122	5	11		138	402					540
Multicultural Diversity (Diversity Task Force)	735	125	220		1,080	590					1,670
Whitney M. Young Fellowship Program	9				9						9
Women's Center								405			405
Disability Services									18		18

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN											
Academic Assistance Program, LAS	949	667	3	12	1,631						1,631
Academic Support Services, Academic Affairs	867	446	20	9	1,342	11					1,353
Academic Writing Program, English Department, LAS (formerly EOP Rh	175	66	47	1	289	140	6				435
Afro-American Studies and Research Program, LAS											3,000
American Indian Fellowship, Graduate College				2	2						2
Broad Horizons, Applied Life Studies											N/A
Central Black Student Union, Residential Life	995	491	35		1,521		4				1,525
Chemistry Department Tutorials, LAS	273	117	7	2	399	10					409
Division of Rehabilitation Education Services, Applied Life Sciences									303		303
Educational Opportunity Program, College of Education	16	3			19						19
Engineering Consortium Fellowship Program, College of Engineering	5	3			8						8
Equal Opportunity Program, College of Law	228	109	238	4	579						579
Graduate College Minority Student Affairs Office, Graduate College	346	189	516	20	1,071						1,071
CIC Minority Fellowship	2	1		1	4						4
Graduate College Fellowships	54	19			73						73
Illinois Consortium of Educational Opportunity	25	3			28						28
Illinois Minority Graduate Incentive Program	7	2			9						9
Interinstitutional Collaborations, Academic Affairs & Graduate College											N/A
Minority Academic Partnership Plan	17	7			24						24
Summer Research Opportunities Program	46	25			71						71
Illini Union Pgm Dept African American & Latino Program Committees	2,305	1,115	1,710	15	5,145	165					5,310
Illinois Minority Science Internship Program, College of Agriculture	7	3			10						10
La Casa Cultural Latina, Office of the Chancellor	177	1,432	75	7	1,691	117	99				1,907
Mathematics Department Tutorials, LAS	346	256	14	4	620	10					630
Merit Program for Emerging Scholars in Chemistry, LAS	80	66	26	4	176	110					286
Merit Workshop Program, Department of Mathematics, LAS ***											N/A
Minority Access Program, College of Law	10	9			19						19
Minority Affairs Program, College of Engineering	252	220	100	8	580	245					825
Minority Student Advisement Program, Commerce & Business	174	153		4	331						331
Minority Student Retention Program, College of Agriculture	87	55	14	6	162	13	7				182
Multicultural Career Conference, Career Services, Student Affairs	662	282	82		1,026	14					1,040
Multicultral Enrollment Committee, Office of Admissions	8,900	6,500	500	100	16,000		500				16,500
National Achievement Scholarship Program, Univ Off Pol Anal	7				7						7
Office of Minority Student Affairs, Student Affairs	1,983	1,714	54	20	3,771	91					3,862
African-American Cultural Program	18,258	900	150	5	19,313	4,000	107				23,420

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (Continued)											
Educational Opportunities Program											N/A
Ronald E. McNair Post-Baccalaureate Achievement Program	70	27			97						97
President's Leadership Program	164	130			294						294
TRIO/Student Support Services	136	100	2		238	1					239
Upward Bound **	74				74						74
Office of Women in International Development, LAS								85			85
Office of Women's Programs, Student Affairs								128			149
Peer Recruitment Program, Office of Admissions	1,950	1,200			3,150						3,150
President's Award Program, Academic Affairs	584	695		10	1,289						1,289
Principal's Scholars Program, Academic Affairs	2,800	250	25	6	3,081	25	2				3,108
Research Apprenticeship in Applied Science, Agr & Vet Med **	18	3			21						21
Summer Programs in Engineering, College of Engineering	16	6	13		35	51					86
Support for Underrepresented Groups in Engineering, College of Eng ***	8	10			18	17	1				36
Special Populations Health Program, McKinley, Student Affairs ***	1,909	1,986	1,745		5,640	606	400				6,646
Transition Program/Summer Bridge Program, LAS	157	54	1		212	7					219
Undergraduate Summer Research Pgm for Minority Students, Agric	9	2			11	1					12
Women's Studies Program, LAS								1,200			1,295
Young Scholars in Agriculture Program, College of Agriculture	11	1			12						12

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Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	Total Students Served
ILLINOIS COMMUNITY COLLEGES											
BELLEVILLE AREA COLLEGE											
Gender Equity											
Recruitment Program										8,500	8,500
Equity Awareness										1,000	1,000
Retention Program										500	500
Gender Equity for Youth ***										6,000	6,000
Minority Transfer Center	775	70	34	7	886	412					1,298
MTC Secondary School Prog ***	344	55	35	17	451	778					1,229
Special Services Center										11,000	11,000
BLACK HAWK COLLEGE	Data Not Available										
CITY COLLEGES OF CHICAGO											
DALEY COLLEGE, RICHARD J.											
ALSP Counseling										9,490	9,490
ALSP Tutoring										698	698
CBO Program	26	55			81	3	1			85	170
Continuing Education								1,198			1,198
Faculty Advising	2,261	2,161	190	31	4,643	2,380	479				7,502
Future Teachers										35	35
National Youth Sports	18	273	4	1	296	50					346
NovaNET										7,760	7,760
Opportunities Program								32			32
Placement Services	232	231	20	3	486	186					672
Special Needs Services	199	204	18	3	424	217	11				652
Student Facilitators	35	6	397	407	845	433	23				1,301
Title III Program	81	83	7	1	172	88	5				265
Transfer Center	471	469	40	6	986	376					1,362
Upward Bound	11	47			58	2					60
KENNEDY–KING COLLEGE											
Benjamin E. Mays Academy***	287		1		288		1				289
Building Opportunities	99				99	1	1				101
CBO Program	45				45						45
Future Teachers	20				20						20
Opportunities Program										476	476
Project Transfer	750	6	3	5	764	5	7				776

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
MALCOLM X COLLEGE											
Academic Support Center											
Tutoring	1,902	626	75	25	2,228	25	251				2,504
Placement Testing	1,221	72	38	5	1,336						1,336
NovaNET	2,297	924	111	37	3,369	37	246				3,652
Personalized Curric. Institute	374	39	9	4	426	9					435
CBO Program	32	63			95						95
Future Teachers										25	25
Latino Center	352	323			675	19					694
NYSP	644	7	2		653						653
Opportunities Program										187	187
Placement Center	1,221	72	38	5	1,336						1,336
Special Needs									28		28
Transfer Center	948	131	47	14	1,140	35	37				1,212
OLIVE-HARVEY COLLEGE											
Adacemic Computing Center	2,836	219	6		3,061	23	142				3,226
CBO Program	15	29			44	3					47
Child Development Center										175	175
Future Teachers	25	5			30						30
Middle College	138	8	2		148	2					150
National Youth Sports	477	4			481	1					482
NovaNET	4,726	324	2		5,052	31	87				5,170
Opportunities Program	147	10			157	1					158
Public Assistance Program	8,798	2,196	893	100	11,987	2,868					14,855
Special Needs					0				32		32
Summer Youth	419			1	420						420
Transfer Center	997	61	9	4	1,071	13	7				1,091
TRUMAN COLLEGE, HARRY S											
ALSP Counseling	391	647	369	20	1,427	687					2,114
Audiovisual Tutorial Lab	210	1,126	336	5	1,677	563					2,240
AVT International Students Peer/Advisor/Tutor	49		102		151	100					251
Bilingual Assistance	25	170	50		245	17					262
CBO Program	5	39		1	45	8					53
College Level Tutoring Services	560	273	549	21	1,403	690					2,093

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
TRUMAN COLLEGE, HARRY S (Continued)											
Dubois – Washington	157	11	20		188	11					199
Institute for Native American Development		4	1	90	95	1					96
Lakeview Learning Center	22	2,481	99	6	2,608	259					2,867
NovaNET Tutoring	586	1,025	638		2,249	919					3,168
Opportunities Program								58			58
Refugee Assistance Center	143	187	670		1,000	1,627					2,627
Single Parent										150	150
Special Serv for Disabled Students/Touch Club									638		638
Technical Center– –Counseling/Tutoring Services	141	23	6	2	172	18					190
Transfer Center	358	167	354	13	892	346	12				1,250
Truman Middle College Alternative High School	50	40	6	12	108	40					148
WASHINGTON COLLEGE, HAROLD											
Actuarial Program	4	1			5	1					6
Black Student Union	50				50						50
Career Planning & Placement										425	425
CBO Program	7	53		1	61	1					62
Child Development Accred (CDA)										197	197
CLIMB	14	1			15						15
Creative Curriculum										70	70
Dept of Mental Health Voc Trng										75	75
Foster Parent Training										3,500	3,500
Individual Needs (IN) Program										145	145
NovaNET										3,466	3,466
Opportunities Program								128			128
Oratorical Contest	80	10	2		92	35					127
Organization of Latin American Students	2	54	2		58	2					60
Pre–Collegiate Program										425	425
Project Access	49	15	2		66	2					68
Projects with Industry	60	10			70	5					75
Spanish GED–TV		19			19						19
Special Needs									427		427
Transfer Center	520	153	164	6	843	184	28				1,055
Tutoring Services										2,542	2,542
Vocational Transition Program, DOMH										51	51

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
WRIGHT COLLEGE, WILBUR											
11th Annual Ethnic Food Fest	336	447	32		815	655	20				1,490
8th Annual African Am Students Awards Luncheon	55	8	2		65	49	2				116
African American History Month	820	97	5		922	243	15				1,180
Hispanic Month	131	1,289	26		1,446	1,397	129				2,972
National Women's Month										1,922	1,922
Office Skills for Disabled									10		10
Opportunities Program								18			18
Positive Alternatives	557	295			852	8	3				863
DANVILLE AREA COMMUNITY COLLEGE											
Black Student Association	30				30						30
Building Fairness/Options for Women***								21			21
Minority Scholarship/Foundation	6	2			8						8
Opportunities Program								576			576
Project Excel***	45	4	1		50						50
Special Populations/Disabled Students									83		83
Student Human Relations Council***	163	16	13		192						192
DUPAGE, COLLEGE OF											
Health & Special Services										2,709	2,709
International Student Advising										217	217
Minority Transfer Program (Includes Minority Articulation & Project SELF)	284	389	345	4	1,022	1,594					2,616
ELGIN COMMUNITY COLLEGE											
ADAPT									15		15
BSA	63				63						63
Displaced Homemakers										70	70
Minority Transfer Center	374	256	185	16	831						831
Office of Multicultural Admissions	681	3,364	634	33	4,712						4,712
OLAS (Hispanic Student Association)		65			65						65
Single Parent										167	167
Special Populations Assistance	74	1,061	51		1,186	217					1,403
Special Services	28	337	65		430	108					538
Upward Bound***	33	29	3		65	4					69

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
HARPER COLLEGE, WILLIAM RAINEY											
Center for Disabilities									437		437
Multicultural Affairs	38	168	45		248						248
Multicultural Special Programs										775	775
Minority Student Transfer Center	77	119	160	2	358	1,593					1,951
Resources for Women:											
Displaced Homemaker								167			167
Single Parent								129			129
Gender Equity										39	39
Women's Courses								786			786
Women's Special Programs										2,374	2,374
HEARTLAND COMMUNITY COLLEGE											
Special Needs									68		68
Special Populations										60	60
HIGHLAND COMMUNITY COLLEGE											
Dept of Adult Vocational & Technical Education										100	100
Title IV, Student Support Services (Project Succeed)										325	325
Title IV, Upward Bound***										89	89
ILLINOIS CENTRAL COLLEGE											
Minority Transfer Center	780	95	37	27	939	2,433					3,372
Opportunities Program										406	406
Disability Services									168		168
Special Academic Services										521	521
Student Support Services										316	316
Young Scholars ***	68	2	3		73						73
ILLINOIS EASTERN COMMUNITY COLLEGES											
ICCB Special Populations										2,616	2,616
International Program		15	20		35	29					64
Perkins (Disadvantaged)										435	435
Single Parent/Displaced Homemaker									128		128
Student Success Network										213	213
Upward Bound Program***										69	69

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
ILLINOIS VALLEY COMMUNITY COLLEGE											
Academic Dev Center/Special Needs										2,087	2,087
Placement										2,017	2,017
JOLIET JUNIOR COLLEGE											
Intercollegiate Opportunity for Minority Students	311	108	11	16	446	1,154	18				1,618
Office of Minority Enrollment	262	289	38	3	592	478					1,070
Project Advance	59	19	6	2	86	98	1				185
Special Needs									525		525
KANKAKEE COMMUNITY COLLEGE											
Building Opportunities								66			66
Dr. King Adult Ed Centers										703	703
ESL Coop4Hispanic Community		90			90						90
FIPSE Program (minority transfer)	61	2	2		65	1					66
Job Training Partnership										1,743	1,743
Leadership 2000/Retention										212	212
Literacy Programs	42	219	14		275	104	25				404
Meeting the Unmet Need	5	1			6	5					11
Office of Special Populations									296		296
Ounce of Prevention								106			106
Parent Support/DFI										42	42
Parent Training Initiative										51	51
Upward Bound***	41	4	1		46	16					62
Work Experience/GED										24	24
KASKASKIA COLLEGE											
Black Awareness Week	58				58						58
Black Student Association	21				21						21
Marion County Housing/Gateway Program	14		2		16	51	2				69
Minority Awards Banquet	139				139	32					171
Perkins Special Populations									14		14
Reading Link										326	326

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Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
KISHWAUKEE COLLEGE											
Adult Basic Education for the Mentally Disabled									18		18
Spanish General Education Development Classes		110			110						110
Spanish General Education Development Testing		22			22						22
Special Needs Counseling Services									115		115
LAKE COUNTY, COLLEGE OF	The College of Lake County has no formally organized programs for underrepresented groups.										
LAKE LAND COLLEGE											
Single Parent/Homemaker								144			147
Special Needs Counselor and Services									168		168
LEWIS & CLARK COMMUNITY COLLEGE											
Black Student Association		242			242						242
Single Parent/Homemaker								220			220
Student Support Services									58		58
Supported School-to-Work									22		22
LINCOLN LAND COMMUNITY COLLEGE											
Displaced Homemaker								298			298
LLCC Eastside Service Center	14				14	3					17
LLCC Summer College for Kids/African American	283	2	4		289	1,729	10				2,028
LLCC Trustee Tuition Waivers	18				18						18
Minority Transfer Center	295	36	52	6	389						389
Special Needs									179		179
LOGAN COLLEGE											
Black Student Association	96				96	2					98
Disabled Student Services	2	3			5	50					55
Hearing Impaired Services	1				1	9					10
International Club										24	24
Minority Transfer Center	126	12	4	1	143	135					278
Single Parent/Homemaker										132	132

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
MCHENRY COUNTY COLLEGE											
Adult Re-Entry								3,389			3,389
Hispanic Support Services	4	124	3	0	131	12					143
Special Needs									226		226
MORAINE VALLEY COMMUNITY COLLEGE											
African American History Month	45				45	12					57
Alliance of Latin American Students		74			74	1					75
Black Student Union	24				24						24
Building Opportunity	16	2	2		20	58					78
Cultural Diversity Programs	70	28			98	57					155
Historically Black College Fair	128	2			130	3					133
Latin Cultural Awareness Mo.	16	300	10		326	57					383
Learning Dev. Support System									187		187
Minority Student Transfer Center	208	277	19	4	508	100	79				687
Physically Handicapped Support Serv.					0				146		146
Returning Woman								117			117
Thurgood Marshall Education Loan	32	5			37	6					43
Thurgood Marshall Education Scholarship	1				1	1					2
MORTON COLLEGE											
Hispanic Heritage Club	0	96			96						96
Lillian Baar Scholarship								1			1
Pinnacle Bank Scholarship		1			1						1
Special Populations/LD Specialist									44		44
OAKTON COMMUNITY COLLEGE											
ASSIST (Special Needs Students)									345		345
BNAT (Basic Nurse Assistant Training)	48	3	11		62	12					74
Family Literacy	0	53	10		63	15					78
High Risk Nursing Program	3	1	11		15	8					23
PACT									60		60
SOS/Library Literacy	16	179	349		544	734	2				1,280
STEPS (Services to Establish Patterns of Success)	89	28	28		145	64	5				214
Sunshine	2	21	5		28	73					101

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
PARKLAND COLLEGE											
Disability Services (Student Support/Counseling)									232		232
Single Parent Special Populations (Preparedness/Transition Disabilities)								25		1,132	25 1,132
Transfer Center (HECA)	238	60	61	1	360	865	11				1,236
Voc Ed – Carl Perkins										285	285
Women's Program/Services								2,797			2,797
PRAIRIE STATE COLLEGE											
Affirmative Action/Equal Opportunity					NA						NA
Disabled Student Services									111		111
Disadvantaged Students Tutoring										4,852	4,852
HECA Transfer Center	339	534	49	11	933	87					1,020
Office of Minority Student Affairs	1,321	302	58	11	1,692						1,692
Opportunities Program					0					488	488
Project HOPE***		157			157						157
Returning Student's Program								53			53
REND LAKE COLLEGE											
College Special Needs Counselor										35	35
Early School Leaver										6	6
HECA – Project First Class***	232				232	3					235
Sex Equity								37			37
Single Parent								193			193
Vocational Special Population										2	2
RICHLAND COMMUNITY COLLEGE											
Black Student Association	21				21	5					26
College Futures***	180				180						180
Displaced Homemakers								161			161
Families in Transition								20			20
Single Parents and Homemakers	22	0	0	1	23	60					83
Special Populations									36		36
Transfer Center	153	5	9	2	169	716					885

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
ROCK VALLEY COMMUNITY COLLEGE											
Targeted Populations/Vo-Tech Programs										196	196
SANDBURG COLLEGE, CARL	Sandburg College has no formally organized programs for underrepresented groups.										
SAUK VALLEY COMMUNITY COLLEGE											
Special Needs, Learning Disabled									43		43
Special Needs, Physically Disabled									51		51
SHAWNEE COMMUNITY COLLEGE											
Academic Opportunity										264	264
Carl Perkins Special Needs										147	147
Minority Transfer Center										321	321
School-to-Work										46	46
SOUTH SUBURBAN COLLEGE OF COOK COUNTY											
Academic Assistance Center	541	57	16	3	617	301	39				957
ACT-SO Scholarships	1				1						1
Cultural Diversity	3,340	290	32		3,662	258	50				3,970
Disabled Student Services									174		174
Opportunities										585	585
Returning Adult Center	733	18	2	2	755	726	57				1,538
Special Needs	746	97	19	5	867	921	55				1,843
Student Support Services	163	7	1		171	37	2				210
Minority Transfer Center	840	102	29	10	981	610	67				1,658
SOUTHEASTERN ILLINOIS COLLEGE											
Developmental Studies:											
Developmental Education (Tutoring)										189	189
Developmental Education (Mentoring)										1,159	1,159
Computer Lab										505	505
Project Aspire***	66				66						
Single Parent/Homemaker Advancement Project										41	41
Special Needs (Perkins)										406	406
Special Needs Recruitment/Retention										795	795
Student Support Services										150	150

Table 21 (Continued)

PROGRAMS FOR UNDERREPRESENTED STUDENTS AT ILLINOIS PUBLIC INSTITUTIONS
STUDENTS SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Students Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Students Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
SPOON RIVER COLLEGE											
Handicapped and Disadvantaged										52	52
Single Parents/Displaced Homemakers										176	176
Special Needs Assistance Program										350	350
Special Populations										1,832	1,832
METROPOLITAN (formerly STATE) COMMUNITY COLLEGE											
Minority Articulation Transfer	694				694	2					696
Upward Bound	72				72						72
Adult Education	418				418						418
Literacy	525	4			529						529
TRITON COLLEGE											
Latin American Club	2	76			78	1					79
Minority Transfer – HBCA	1,084	494	354	12	1,944	2,181					4,125
Nuevos Horizontes	665	8,258	113		9,036	169	58				9,263
Project Advance	24	263	31	1	319	348					667
Public Assistance Coord. Sp. Project	87	23	1		111	24					135
Spanish Literacy		276			276						276
Student Support Services	258	68	12		338	118					456
TRAC (Dislocated Workers)	95	20	2		117	96					213
Upward Bound***	48	14	3		65	7					72
WAUBONSEE COMMUNITY COLLEGE											
Academic Skills Center	181	398	41	10	630	1,093	18				1,741
Access Center for Disabled Students									285		285
LINCCC	11	31			42	5					47
Office Technology	22	64	4		90	47					137
Project Equity								31			43
Project Opportunity					0				114		114
Project Success								284			289
Road to Success	6	8			14	6					20
Student Support Services										348	348
Transfer Center	31	55	3	3	92	255	8				355
WOOD COMMUNITY COLLEGE, JOHN	John Wood Community College has no formally organized programs for underrepresented groups.										

NA–Not Available
* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.
** Program is directed to serve more than one underrepresented group (e.g., minorities and females).
*** Program serves elementary and secondary school students.

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Table 22

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
CHICAGO STATE UNIVERSITY											
Affirmative Action Program	607	31			638	237	326				N/A
EASTERN ILLINOIS UNIVERSITY											
Affirmative Action Office											1,839
Women's Studies Council											270
Services for Student and Staff with Disabilities											
Visiting Professorship for Cultural Diversity											
A Committee for Cultural Diversity											
GOVERNORS STATE UNIVERSITY											
Professional Enrichment Program										150	150
Affirmative Action Office										720	720
ILLINOIS STATE UNIVERSITY											
Career and Counseling Services											
Diversity Training										40	40
Professional Development										40	40
Disability Concerns Office									67		67
MECCPAC											
Black History Month	30	2			32	17					49
Latino Heritage Month	15	27	1		43	19					62
Minority Scholars-in-Residence	23	13		1	37	48					85
National Pan Hellenic	10	1			11	3					14
Women's History Month	26	19	1	1	47	33					80
Multicultural Center	3,697	1,083	5	150	4935	2,042	250				7,227
Office of Residential Life											
Diversity Training	12	4	4		20	32					52
Human Resource Development	60	13	9	1	83	135					218
Office of the Provost											
New Hires-Minority Incentive Funds										13	13
Women's Studies/Women's Center										281	281

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
NORTHEASTERN ILLINOIS UNIVERSITY											
Affirmative Action Office											N/A
Women's Services										2,317	2,317
FIPSE/IOWA										N/A	N/A
NORTHERN ILLINOIS UNIVERSITY											
Affirmative Action										238	238
Affirmative Action Office for Operating Staff											
Informal and Formal Complaints	30	6	3	4	43	133					176
Counseling	40	10	10	2	62	120					182
Trainee Program	90	30	10	2	132	150					282
Trainee Placements	11	3	2		16	26					42
Supported Employees	2		2		4	10					14
Supported Employees Placements	1				1	14					15
Center for Access-Ability									12		12
Center for Black Studies											
Cultural Programs	15	2			17	5					22
Speakers	50	3			53	20					73
Center for Latino & Latin American Studies										100	100
University Programming and Activities											
Fine Arts Programs Promoting Diversity										1,200	1,200
University Resources for Latinos	1	8			9	4					13
University Resources for Women											
Counseling											N/A
Sponsored Events											N/A
Co-sponsored Programs											N/A
Women's Studies Program											
Women's History Month											N/A
Graduate Colloquim											N/A
Other Speakers											N/A
WESTERN ILLINOIS UNIVERSITY											
Affirmative Action Administrative											
Internship Program										3	3
Women's Center								344			344

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
SOUTHERN ILLINOIS UNIVERSITY											
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE											
University Woman's Professional Advancement								351			366
Women's Studies										132	132
Affirmative Action Office/Medical School									1		1
Wheel Chair Repair Service									80		80
Disabled Support Services											
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE											
Faculty Recruitment and Retention	10	1			11						11
UNIVERSITY OF ILLINOIS											
UNIVERSITY OF ILLINOIS AT CHICAGO											
Affirmative Action										8,676	8,676
Chanc. Comm. on the Status of Blacks	29				29						29
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals		83			83						25
Chanc. Comm. on the Status of Latinos											83
Chanc. Comm. on the Status of Persons									19		19
Chanc. Comm. on the Status of Women											350
Latino Committee on University Affairs	29	993	9		1,031	41	1				1,073
Minority Faculty Recruitment Pool	20	13			33						33
UNIVERSITY OF ILLINOIS AT SPRINGFIELD											
None											
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN											
Minority Supplemental Research Grant, Office of Affirmative Action	6	4			10		3	6	7	13	13
Office of Affirmative Action, Office of the Chancellor											N/A
Supplemental Salary Program, Office of Affirmative Action		1			1		1	1		2	2
Targets of Opportunity Program, Office of the Provost & Vice Chanc	6	3			9		9				9
Latino Studies Program, College of Liberal Arts & Sciences		4			4						4

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs		Multi-purpose**	Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled		
ILLINOIS COMMUNITY COLLEGE BOARD											
BELLEVILLE AREA COLLEGE											
Gender Equity											
In-Service										125	125
Equity Survey										475	475
CITY COLLEGES OF CHICAGO											
WASHINGTON COLLEGE, HAROLD											
AAWCC								44			44
Black Women's Caucus	2				2						2
Intergovernmental Exec. Development								2			2
ELGIN COMMUNITY COLLEGE											
Affirmative Action										284	284
HARPER COLLEGE, WILLIAM RAINEY											
Center for Disabilities									16		16
KANKAKEE COMMUNITY COLLEGE											
Affirmative Action										325	325
KASKASKIA COLLEGE											
Affirmative Action										258	258
PARKLAND COLLEGE											
Access, Equity & Cultural Diversity/Cntr for Multicultural Ed/HECA Project											
Articulation with HBCU	2				2	7				2	2
Classroom Assessment & Research											9
Diversity 2000	1				1					14	14
											1
PRAIRIE STATE COLLEGE											
Affirmative Action					N/A						N/A
REND LAKE COLLEGE											
Affirmative Action	3		1		4						4

Table 22 (Continued)

PROGRAMS FOR UNDERREPRESENTED STAFF AT ILLINOIS PUBLIC INSTITUTIONS
STAFF SERVED, FISCAL YEAR 1996*

Program	Racial/Ethnic Composition of Staff Served by Minority Programs							Females & Disabled Served By Dedicated Programs			Total Staff Served
	Black	Hispanic	Asian	Native American	Total Minority	White	Unknown	Females	Disabled	Multi-purpose**	
SHAWNEE COMMUNITY COLLEGE											
Affirmative Action											N/A
SOUTH SUBURBAN COLLEGE OF COOK COUNTY											
Returning Adult Center	12	3		1	16	12	1				29
Student Support Services Grant	1				1						1

NA-Not Available
* Includes all programs that have a primary purpose to serve underrepresented staff and that have a budget allocation from the institution for this purpose.
** Program is directed to serve more than one underrepresented group (e.g., minorities and females).
*** Program serves elementary and secondary school students.

Table 23

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
CHICAGO STATE UNIVERSITY					
Freshman Services***	0.00	0.00	0	0	0
Upward Bound/Project Fame***	4.50	4.50	388,300	414,600	26,300
Student Support Services	4.00	4.00	174,800	180,000	5,200
Transitional College Preparatory***	4.00	5.00	85,000	135,000	50,000
Academic Enrichment	1.00	1.00	16,000	16,000	0
Minority Biomedical Research Support	15.00	9.50	1,054,100	738,700	(315,400)
Hispanic Programs	3.00	3.00	133,300	133,300	0
Pre-Medical Education Program	5.00	4.00	163,400	152,100	(11,300)
Access	5.00	5.00	320,000	320,000	0
Affirmative Action Program	2.00	2.00	95,500	96,500	1,000
BGU Minority Internship	0.00	0.00	84,200	68,500	(15,700)
Support Services for Disabled Students	0.50	1.00	12,000	20,000	8,000
Chicago Linkage for Minorities in Biomedical Careers	2.50	2.50	100,000	100,000	0
Minority High School Research Apprentice Program	0.00	0.00	13,000	0	(13,000)
Illinois Cooperative Work-Study Metropolitan Internship Program	0.00	0.00	43,000	43,000	0
Alliance for Minority Participation	0.00	15.00	259,200	345,600	86,400
Father and Son Program	1.50	1.00	56,000	30,000	(26,000)
EASTERN ILLINOIS UNIVERSITY					
Civil Rights, Affirmative Action and Diversity Office	2.60	2.60	99,600	123,100	23,500
Afro-American Cultural Center	0.50	0.50	6,000	5,400	(600)
African-American Studies	1.75	2.00	68,100	51,100	(17,000)
Gateway Program	1.00	1.00	13,700	15,500	1,800
Minority Student Affairs Office	4.25	6.25	136,700	212,700	76,000
Office of Student Housing Multiculturalism & Diversity Committee	0.30	0.30	15,000	15,000	0
Partnerships for Excellence*	2.80	2.80	163,300	175,400	12,100
Services for Students with Disabilities	2.50	2.50	44,900	60,900	16,000
Student Activities and Organizations-Minority Affairs	0.00	0.00	2,900	0	(2,900)
Visiting Professorship for Cultural Diversity & Committee for Cultural Diversity	0.00	0.00	35,600	0	(35,600)
Women's Advocacy Council	0.00	0.00	11,700	10,400	(1,300)
Women's Studies Minor	0.03	0.30	3,000	1,500	(1,500)
Peer Helper	0.00	0.00	0	6,500	6,500
Minority Students Summer	0.00	0.00	0	0	0

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
EASTERN ILLINOIS UNIVERSITY (Continued)					
Workchange Operation	0.00	0.00	0	16,300	16,300
GOVERNORS STATE UNIVERSITY					
Auxiliary Services for Disabled	0.00	0.00	1,800	2,000	200
Minority Graduate Student Tuition Waiver	0.00	0.00	17,700	17,700	0
Minority Student Mentoring Program	0.00	0.00	10,000	12,000	2,000
Latino Recruitment Program	0.00	0.00	11,000	20,000	9,000
Economic Achievers Program	0.00	0.00	3,000	3,000	0
Creative Woman Scholarship	0.00	0.00	1,400	1,400	0
Nursing Traineeship Grant	0.00	0.00	6,000	6,000	0
Project HOPE***	2.00	2.00	58,000	60,000	2,000
Professional Enrichment Program	0.00	0.00	18,000	18,000	0
Affirmative Action and Cultural Diversity	1.00	1.00	79,300	91,300	12,000
Summer Enhancement Camp***	0.00	0.00	0	1,400	1,400
Affirmative Action and Cultural Diversity	0.00	0.00	0	0	0
ILLINOIS STATE UNIVERSITY					
Counseling and Career Services					
Career Employment Fairs	2.00	2.00	70,000	70,000	0
Diversity Training	0.25	0.25	11,000	12,000	1,000
Guerrilla Theatre Troupe	0.50	0.50	16,000	17,000	1,000
IDS 105-Cultural Understanding	0.33	0.33	10,000	11,000	1,000
Minority Phonathon	0.25	0.25	8,000	8,500	500
Personal and Career Counseling	2.00	2.25	84,000	105,000	21,000
Professional Development	0.25	0.25	11,000	12,000	1,000
Support Groups	1.00	1.00	42,000	43,000	1,000
Disability Concerns Office	4.00	4.00	139,400	144,100	4,700
MECCPAC					
Black History Month	N/A	N/A	8,700	8,700	0
Latino Heritage Month	N/A	N/A	5,000	5,000	0
Minority Scholars-in-Residence	N/A	N/A	4,300	4,300	0
National Pan Hellenic	N/A	N/A	0	0	0
Women's History Month	N/A	N/A	5,200	5,200	0
Muticultural Center					
Academic Support	3.00	3.00	17,500	26,800	9,300

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
ILLINOIS STATE UNIVERSITY (Continued)					
Community Outreach	3.00	3.00	17,500	21,400	3,900
Publications	3.00	3.00	21,800	26,800	5,000
Retention	3.00	3.00	30,600	32,100	1,500
Office of the Provost					
New Hires-Minority Incentive Funds	13.00	13.00	215,000	136,800	(78,200)
Office of Residential Life					
Diversity Training	211.00	211.00	10,400	16,500	6,100
Human Resources and Development	3.00	2.00	7,000	5,800	(1,200)
RA Programming	27.50	27.50	0	0	0
Unity Coalitions	8.50	8.50	14,000	12,600	(1,400)
Student Health Services					
Breast Health Awareness Project	0.00	0.75	0	6,200	6,200
Women's Health Clinic	3.25	4.25	110,500	127,800	17,300
Student Life and Programs					
ALAS	N/A	N/A	0	0	0
BSU	N/A	N/A	0	0	0
National Pan Hellenic	N/A	N/A	0	0	0
University College					
HPS Monetary Awards	N/A	N/A	150,000	150,000	0
High Potential Students Program (inc. COAP,REACH, & Associates)	9.25	9.25	296,800	295,600	(1,200)
Minority Professional Opportunities (includes CAHNAR)	3.00	3.00	68,400	79,600	11,200
Student Support Services	4.00	4.00	170,000	175,100	5,100
Summer Enrichment Program	0.25	0.42	25,700	28,000	2,300
Tuition Waivers	N/A	N/A	130,000	134,600	4,600
Women's Studies/Women's Center	0.75	1.42	5,400	5,400	0
NORTHEASTERN ILLINOIS UNIVERSITY					
Summer Transition Program	2.70	4.00	191,600	282,100	90,500
Partners for Success: Minority Student Mentoring	0.55	0.55	25,700	25,500	(200)
Project Success	4.80	4.50	155,400	162,300	6,900
Proyecto Pa'Lante	4.00	4.50	152,900	174,600	21,700
El Centro	9.10	7.40	160,800	136,100	(24,700)
Center for Inner City Studies	21.40	24.40	739,600	833,100	93,500
Women's Studies	1.50	1.50	55,000	54,300	(700)
Women's Services	2.00	3.00	74,000	91,000	17,000

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Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
NORTHEASTERN ILLINOIS UNIVERSITY (Continued)					
Handicap Education Liaison Program	2.50	3.00	92,600	188,600	96,000
Affirmative Action Office	2.00	2.00	94,800	95,600	800
Chicago Teachers Center***	63.60	73.90	3,789,700	4,152,200	362,500
African Amer.Male Mentorship	N/A	0.00	N/A	4,100	4,100
Bilingual/Bicultural Education	3.70	3.70	160,800	152,700	(8,100)
Reading Lab	3.00	4.50	78,300	97,500	19,200
English Language Program	13.00	12.00	445,700	425,500	(20,200)
Student Support Service	4.00	4.00	165,300	168,200	2,900
Student Leadership	0.40	0.00	15,800	0	(15,800)
Development Office	1.80	0.75	103,100	59,300	(43,800)
Student Clubs	0.55	0.55	82,700	47,800	(34,900)
Inst. Islamic Studies	0.20	0.20	2,000	1,500	(500)
Fast Pace High School Biology***	0.00	0.00	8,700	7,900	(800)
Health Opportunities	0.00	0.00	45,100	47,000	1,900
Bilingual Special Education	2.17	2.17	185,200	235,700	50,500
Girls Sports Camps***	0.01	0.01	2,200	3,300	1,100
Mathematics Lab	9.50	7.00	146,100	143,000	(3,100)
FIPSE/IOWA	0.00	0.00	19,000	11,000	(8,000)
Better Days for Youth***	0.00	0.00	1,500	3,100	1,600
Minority Internship Program	N/A	0.25	N/A	62,300	62,300
NSEP	N/A	0.00	N/A	6,000	6,000
NORTHERN ILLINOIS UNIVERSITY					
Affirmative Action	3.00	3.00	206,300	211,700	5,400
Affirmative Action Office for Operating Staff	3.00	2.00	76,200	73,100	(3,100)
Learner-Trainer Program	0.00	0.00	102,000	102,000	0
Center for Access-Ability Resources	15.00	15.00	326,400	377,500	51,100
Hearing Impaired Tuition Waivers	0.00	0.00	2,400	2,900	500
Center For Black Studies	4.75	4.75	193,000	233,200	40,200
Center For Latinos & Latin American Studies	3.00	3.00	189,600	194,700	5,100
Counseling and Student Development Center	0.80	0.80	18,000	24,000	6,000
Educational Services & Programs	0.00	0.00	0	0	0
ESP Administration	4.79	4.07	251,500	234,500	(17,000)
CHANCE	18.00	17.05	519,000	505,000	(14,000)
ACCESS	9.22	9.83	234,500	242,000	7,500

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Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
NORTHERN ILLINOIS UNIVERSITY (Continued)					
Student Support Services	5.62	5.26	209,300	215,600	6,300
ACE/Upward Bound	7.19	7.19	338,400	363,300	24,900
ESP Tuition Waivers	0.00	0.00	49,400	47,000	(2,400)
Graduate School	0.00	0.00	0	0	0
Minority Graduate Student Recruitment	1.00	1.00	41,000	41,900	900
Patricia Roberts Harris Fellowship	0.00	0.00	0	0	0
Illinois Consortium for Educational Opportunity	0.00	0.00	155,000	170,000	15,000
Minority Fellowship	0.00	0.00	24,000	24,000	0
Carter G. Woodson Scholars Program	0.00	0.00	28,600	28,600	0
Rhoten A. Smith Assistantship Program	0.00	0.00	213,300	211,100	(2,200)
Graduate Tuition Waivers	0.00	0.00	89,200	103,600	14,400
Office Of Admission: Minority Undergraduate Recruitment	3.00	3.00	45,300	50,100	4,800
Undergraduate Tuition Waivers	0.00	0.00	365,300	388,200	22,900
University Programming and Activities	0.00	0.00	0	0	0
Unity in Diversity Programming	0.50	0.60	17,000	49,300	32,300
Fine Arts Programs Promoting Diversity	0.60	0.60	48,200	51,500	3,300
University Resources For Latinos	4.00	4.00	134,500	136,300	1,800
University Resources For Women	3.00	3.00	114,700	118,000	3,300
Tuition Waivers	0.00	0.00	4,900	5,700	800
Women's Studies Program	3.00	3.00	142,000	181,300	39,300
WESTERN ILLINOIS UNIVERSITY					
Affirmative Action Administrative Internship Program	0.00	0.00	500	500	0
African-American Studies Program	3.86	3.38	156,200	150,900	(5,300)
Casa Latina Cultural Awareness Center	2.25	2.25	59,200	63,000	3,800
Disability Support Services	2.30	3.92	66,100	69,400	3,300
Gwendolyn Brooks Cultural Center	3.00	3.00	72,100	73,300	1,200
Cross-Cultural Educational Program***	7.77	7.23	200,000	198,200	(1,800)
Minority Achievement Program	0.00	0.00	21,600	21,800	200
Multicultural Student Recruitment Office	1.30	1.60	35,600	37,600	2,000
President's Minority Graduate Access Program	0.00	0.00	26,000	26,000	0
Western's Equal Opportunity Scholarship & Grant	0.00	0.00	24,000	24,000	0
Western's Future Faculty Fellows Program	0.00	0.00	5,000	3,500	(1,500)
WIU Summer Minority Tutoring Program***	0.50	0.50	110,000	121,200	11,200

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
WESTERN ILLINOIS UNIVERSITY (Continued)					
Women's Center	2.00	1.77	41,400	48,500	7,100
Women's Studies Program	2.44	3.28	127,400	176,100	48,700
SOUTHERN ILLINOIS UNIVERSITY					
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE					
Chicago H.S. for Agricultural Sci./Recruitment Program***	0.02	0.02	900	1,000	100
Future Scholars Program***	0.92	0.00	70,000	70,000	0
Minority Engineering Program***	3.44	3.44	206,900	206,200	(700)
Minority H.S. Research Apprentice Program***	2.04	2.04	45,000	50,800	5,800
So. IL Regional Career Preparation Program***	4.46	4.46	75,000	75,000	0
Upward Bound***	3.00	5.50	258,300	296,800	38,500
Women's Introduction to Engineering***	0.57	0.57	11,300	11,300	0
American Medical Women's Association/Medical School	0.02	0.02	2,000	2,800	800
Affirmative Action Office/Medical School	0.45	0.45	12,500	13,600	1,100
Black American Studies Program	3.07	3.15	236,000	219,900	(16,100)
Black Togetherness Organization	0.60	0.60	11,900	11,900	0
Center for Basic Skills	12.75	12.75	259,000	276,400	17,400
College of Business Minority Retention Program	2.50	2.50	51,000	53,700	2,700
College of Education Minority Retention & Recruitment Program	0.60	0.60	16,400	14,000	(2,400)
Disabled Support Services	5.00	3.85	188,000	188,700	700
Dr. H.C. Landecker Memorial Endowment Fund/Medical School	0.01	0.01	1,200	1,200	0
Geology Minority Program	0.00	0.00	0	0	0
Graduate Dean's Fellowship Program	0.40	0.40	72,000	72,000	0
Head Start	35.20	41.17	1,697,000	1,707,900	10,900
Health Science Enrichment Program/Medical School	0.25	0.25	136,300	43,200	(93,100)
IL Consortium for Educational Opportunity Program	1.90	1.90	100,000	100,000	0
IL Minority Graduate Incentive Program	1.10	1.10	600,000	650,000	50,000
Kathryn Terry Medical Student Scholarship Fund/Medical School	0.01	0.01	19,400	20,900	1,500
Medical/Dental Preparatory/Medical School	12.00	12.00	421,200	532,600	111,400
Minority Participation Scholarships	0.08	0.08	150,000	151,600	1,600
Multicultural Programs and Services	2.25	1.80	98,300	85,200	(13,100)
Night Transit	0.70	0.70	43,400	43,900	500

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE (Continued)					
Office of Exec. Asst. to the President	6.00	6.00	399,900	387,800	(12,100)
Prematriculation Program/Medical School	0.50	0.50	83,700	89,200	5,500
Program to Prepare Minority Personnel for LD/EMH Minority Children & Youth	1.33	1.33	37,300	18,100	(19,200)
Project Achieve	12.75	12.75	557,000	537,300	(19,700)
Proactive Recruitment of Multicultural Professionals for Tomorrow (PROMPT)	2.50	3.00	130,000	158,900	28,900
Scholarship Program for Academically Superior Minority Students/Medical School	2.50	0.03	87,300	69,500	(17,800)
School of Law Minority Fellowships	0.02	0.02	54,000	54,000	0
School of Law Tutorial Program	0.56	0.56	8,500	8,500	0
Special Populations/Disabled Student Recreation Program	2.06	2.06	78,200	78,600	400
Student National Medical Association/Medical School	0.06	0.05	11,500	11,800	300
University Woman's Professional Advancement	1.97	2.47	96,300	84,600	(11,700)
Wheel Chair Repair Service	0.50	0.50	22,000	17,400	(4,600)
Women's Services	2.31	2.22	45,000	50,600	5,600
Women's Studies	1.00	1.00	78,000	77,000	(1,000)
Disability Support/Overhead Recovery	1.20	1.00	17,000	20,000	3,000
Individualized Recreation	3.50	2.00	92,000	62,000	(30,000)
Minorities in Agriculture, Nat. Resources & Related Sciences	0.01	0.02	700	700	0
Summer Research Opportunity Program/Graduate School	0.00	0.25	0	36,800	36,800
Graduate School Developing Scholars	0.12	0.25	1,000	2,000	1,000
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE					
Competitive Graduate Award	0.60	0.60	92,000	102,600	10,600
Computer Lab/East St. Louis	0.59	0.54	6,300	6,300	0
Cooperative Education Program for Liberal Arts Students Focusing on Women and Minorities	3.60	4.00	219,000	144,600	(74,400)
Disability Support Services	2.30	2.30	44,100	53,400	9,300
Educational Opportunity Center/East St. Louis	4.56	5.00	195,100	195,100	0
IL Consortium for Educational Opportunity	0.01	0.01	0	1,500	1,500
Katherine Dunham Center for the Performing Arts	8.62	6.97	359,600	307,800	(51,800)
Latin American Scholarship Program	0.00	0.01	0	8,900	8,900
Minority Engineering Program	2.00	2.00	58,000	59,700	1,700

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE (Continued)					
Minority Engineering Program Department					
Tutoring Program	0.00	0.00	3,800	3,800	0
Minority Teachers of Illinois Scholarship	0.00	0.00	25,100	12,500	(12,600)
President's Minority Graduate Tuition Awards	0.01	0.01	28,600	33,800	5,200
Project GAIN	1.30	1.40	117,000	132,600	15,600
Recruitment and Retention Fund	0.00	0.00	0	0	0
Faculty Recruitment and Retention	0.00	0.00	202,100	248,900	46,800
Johnetta Haley Scholarship	0.00	0.00	283,000	225,800	(57,200)
Organization of Minority Business Students Tutoring Program	0.25	0.13	2,200	1,900	(300)
School of Dental Medicine	0.00	0.00	0	0	0
Minority Scholarship Program	0.00	0.00	10,000	5,000	(5,000)
School of Nursing Recruitment/Retention Committee	0.50	0.50	2,400	3,000	600
Special Services Program	10.00	10.00	208,800	215,100	6,300
Students Engaged in Engineering	0.03	0.03	1,300	1,400	100
Women and Minorities in Educational Administration	0.00	0.00	15,400	15,000	(400)
Women's Studies Program	0.75	0.75	39,900	40,000	100
AmeriCorps/East St. Louis***	0.00	21.60	0	265,000	265,000
Child Development Program/East St. Louis***	26.84	26.47	815,300	886,500	71,200
Educational Enrichment Program***	0.18	0.25	10,500	12,000	1,500
Head Start Program***	117.16	136.60	5,850,100	5,953,900	103,800
Illinois Project Success***	0.00	0.00	15,000	10,000	(5,000)
Latchkey Program***	3.07	3.12	134,500	137,800	3,300
Midwest Engineering and Science Association					
Precollege Program***	0.04	0.81	3,200	25,000	21,800
Project CARING***	16.50	4.20	569,000	60,000	(509,000)
Project Success/East St. Louis***	6.22	6.19	254,000	283,300	29,300
Recruitment and Retention Fund					
Engineering and Science Precollege Program***	0.04	0.38	12,700	12,400	(300)
Upward Bound/Science Awareness Program***	9.60	11.08	415,000	442,000	27,000
Upward Bound Math and Science Center***	0.00	1.00	0	210,000	210,000

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Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT CHICAGO					
Academic Center for Excellence	15.65	15.65	555,000	555,000	0
Affirmative Action Program	13.06	0.00	605,200	553,600	(51,600)
African-American Academic Network	24.00	25.46	640,800	640,800	0
African-American Cultural Center	4.50	5.00	150,200	174,300	24,100
Alternative Physical Education***	0.00	0.00	0	14,100	14,100
Assoc. Chan. for Community Relations	0.00	0.00	0	0	0
ACT-SO***	1.91	2.28	75,000	7,500	(67,500)
Read-In***	1.91	1.28	26,000	15,000	(11,000)
Black History Month	1.75	1.75	24,000	20,000	(4,000)
Campus Advocacy Network	1.75	1.80	55,400	53,800	(1,600)
Center for Research on Women and Gender	7.22	5.50	603,500	465,000	(138,500)
Chancellor's Award	0.00	0.00	38,100	36,100	(2,000)
Chanc. Comm. on the Status of Blacks	0.00	0.00	6,700	17,500	10,800
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.00	0.00	10,800	19,400	8,600
Chancellor's Committee on Status of Latinos	0.00	0.00	8,200	12,000	3,800
Chanc. Comm. on the Status of Persons with Disabilities	0.00	0.00	8,000	17,000	9,000
Chanc. Comm. on the Status of Wom.	0.00	0.00	13,600	25,100	11,500
Chicago Alliance for Minority Particip.	5.15	5.63	570,300	607,800	37,500
Children's Center	19.50	18.40	507,900	551,100	43,200
College of Architecture, Art & Urban Planning, Minority Affairs	2.95	2.47	130,600	125,500	(5,100)
College of Business Administation Office of Minority Affairs	3.00	3.00	131,500	144,000	12,500
College of Education					
Future Teachers Club***	0.25	0.33	7,500	19,000	11,500
Nation of Tomorrow***	9.44	0.00	351,900	36,100	(315,800)
College of Engineering					
Minority Engineering Program	5.54	5.91	242,200	279,500	37,300
College of Medicine					
Health Careers Opportunity Program (HCOP)	6.63	6.45	200,000	1,100,000	900,000
Minority High School Student Research & Appren Prog.***	2.38	2.38	34,000	34,000	0
College of Nursing					
I'm Ready***	2.81	3.91	303,300	333,300	30,000
College Prep Math Program	5.10	3.35	855,100	791,000	(64,000)
Disability Services	2.25	2.00	150,800	185,900	35,100

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Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)					
Early Outreach***					
Health/Science Enrich. Prog.***	3.24	3.08	229,000	229,000	0
Hispanic Math/Science Edu. Ini***	3.81	3.89	130,000	140,000	10,000
Mayor's Summer Job Program ***	0.38	0.46	52,300	51,100	(1,200)
Pre-Freshman Enrichment Prog.***	0.00	0.83	0	19,000	19,000
Saturday College***	8.29	7.79	273,000	271,000	(2,000)
College Component***	0.21	0.21	5,000	5,000	0
Graduate College Admissions & Retention Program					
Abraham Lincoln Graduate Fellowship	0.24	0.24	84,000	84,000	0
CIC Directory of Minority Ph.D. Candidates and Recipients	0.00	0.01	0	0	0
CIC Name Exchange Program	0.06	0.06	0	0	0
CIC Summer Research Opportunity Program	1.10	0.00	164,600	104,500	(60,100)
Illinois Consortium for Educational Opportunity Program	0.16	0.16	150,000	140,000	(10,000)
Illinois Minority Graduate Fellowship	0.09	0.09	98,000	60,000	(38,000)
Minority Academic Partnership Plan	0.09	0.09	3,200	0	(3,200)
Latino Committee on University Affairs	0.38	0.38	23,000	23,000	0
Latin American Recruitment and Educational Services	14.94	15.88	430,100	415,000	(15,100)
Martin Luther King, Jr. Scholarships	0.62	0.00	80,000	80,000	0
Minority Faculty Recruitment Pool	0.16	0.16	482,200	715,000	232,800
National Youth Sports Program	0.00	0.00	133,000	133,000	0
Native American Support Program	3.00	3.00	88,700	74,100	(14,600)
Office of Career Services	1.00	0.63	18,600	9,500	(9,100)
Office of Women's Affairs	2.38	2.56	96,600	109,100	12,500
President's Award Program	2.28	2.19	68,600	68,600	0
President's Award Scholarships	0.00	0.00	2,055,500	1,988,300	(67,200)
Project Upward Bound***	8.87	5.84	381,700	378,900	(2,800)
Academic Support Services***	8.42	8.80	194,900	222,600	27,700
Educational Talent Search***	9.70	8.46	315,400	258,300	(57,100)
Math/Science***	8.81	6.79	213,800	243,900	30,100
Scholars Program***	3.20	2.56	53,700	21,600	(32,100)
Raphael Cintron Ortiz Cultural Center	3.38	4.13	163,400	170,600	7,200
Salute to Academic Ach.***	0.75	0.75	27,400	25,500	(1,900)
UIC-CCC Transfer Partnership (HECA Grant)	4.30	4.60	105,500	170,300	64,800
Urban Health Program	3.25	3.25	158,700	182,400	23,700
College of Associated Health Professions	0.19	1.19	18,000	18,000	0

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT CHICAGO (Continued)					
College of Nursing	3.01	2.51	72,500	97,000	24,500
College of Pharmacy	1.37	1.00	67,600	63,000	(4,600)
Summer Research Apprentice Program	0.19	1.00	18,000	18,000	0
UIC Association of Parents	0.62	0.38	30,000	20,500	(9,500)
Women's Studies Program	4.50	4.62	225,800	271,700	45,900
UNIVERSITY OF ILLINOIS AT SPRINGFIELD					
Minority Services Center	1.80	1.30	38,400	40,100	1,700
Minority Leadership in Public Service	1.00	0.50	79,200	79,200	0
Minority Recruitment	1.00	1.00	25,500	23,500	(2,000)
Minority Student Support for Teaching***	0.32	0.21	70,000	75,000	5,000
Student/Parent/Teacher Program***	1.83	1.33	38,000	39,800	1,800
Incorporation Project	0.93	0.93	27,500	33,200	5,700
Multicultural Diversity	0.60	0.60	12,100	12,400	300
Whitney M. Young Fellowship Program	0.55	0.55	108,900	119,200	10,300
Women's Center	1.00	1.50	17,200	34,200	17,000
Disability Services	N/A	2.50	N/A	31,800	N/A
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN					
Academic Assistance Program, LAS	3.00	3.00	93,100	99,200	6,100
Academic Support Services, Academic Affairs	13.78	13.67	225,500	219,000	(6,500)
Academic Writing Program, English Department, LAS	18.70	19.51	283,000	299,200	16,200
Afro-American Studies and Research Program, LAS	8.44	10.44	358,900	380,400	21,500
American Indian Fellowships, Graduate College	0.05	0.10	33,200	43,600	10,400
Broad Horizons, Applied Life Studies	0.50	N/A	10,000	N/A	N/A
Central Black Student Union, Illini Union	1.60	1.60	47,000	41,500	(5,500)
Chemistry Department Tutorials, LAS	1.58	1.30	20,000	20,000	0
Division of Rehabilitation Education, Applied Life Studies	43.54	27.18	1,136,400	1,452,600	316,200
Educational Opportunity Program, College of Education	0.30	0.20	117,900	119,800	1,900
Engineering Consortium Fellowship Prog., College of Eng.	0.40	0.30	171,600	131,700	(39,900)
Equal Opportunity Program, College of Law	0.58	0.58	225,000	256,700	31,700
Graduate College Minority Student Affairs Office	1.05	2.65	156,000	170,000	14,000
CIC Minority Fellowship	0.63	0.16	26,000	44,000	18,000
Graduate College Fellowships	0.63	0.60	591,200	602,500	11,300
Illinois Consortium for Educational Opportunity	0.63	0.28	260,000	275,000	15,000

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (Continued)					
Illinois Minority Graduate Incentive Program	0.76	0.89	112,000	117,000	5,000
Interinstitutional Collaborations, Academic Affairs	0.23	0.60	25,000	13,700	(11,300)
Minority Academic Partnership Plan	0.12	0.12	232,800	216,000	(16,800)
Summer Research Opportunities Program	0.98	1.63	298,600	300,600	2,000
Illini Union Pgm Dept African American & Latino Prgm Com	2.60	2.15	27,000	28,200	1,200
Illinois Minority Science Internship Program, College of Ag	0.52	0.72	50,000	61,000	11,000
La Casa Cultural Latina, Office of the Chancellor	3.56	4.75	128,800	133,600	4,800
Merit Program for Emerging Scholars in Chemistry, LAS	N/A	2.13	N/A	76,300	N/A
Mathematics Department Tutorials, LAS	2.97	2.30	23,900	23,900	0
Merit Workshop, Mathematics Department, LAS	3.64	N/A	28,000	N/A	N/A
Minority Access Program, College of Law	0.60	0.60	65,000	65,000	0
Minority Affairs Program, College of Engineering	7.10	7.60	575,900	550,500	(25,400)
Minority Student Advisement Prog., Commerce & Bus. Adm.	0.53	0.53	13,400	13,500	100
Minority Student Retention Prog., College of Ag	1.38	1.31	101,500	104,500	3,000
Multicultrual Career Conference, Career Services, Student Affairs	1.00	0.00	47,200	41,700	(5,500)
Multicultural Enrollment Committee, OAR, Academic Affairs	6.70	5.80	247,000	236,900	(10,100)
National Achievement Scholarship Program	0.01	0.01	20,500	10,400	(10,100)
Office of Minority Student Affairs	9.38	26.00	206,000	351,500	145,500
African-American Cultural Center	6.14	5.50	183,700	185,700	2,000
Educational Opportunities Program	11.16	N/A	352,500	N/A	N/A
Ronald E. McNair Post-Baccalaureate Achievement Program	0.50	0.50	190,000	205,000	15,000
President's Leadership Program, Student Affairs	2.88	1.40	74,300	46,100	(28,200)
TRIO/Student Support Services	3.92	2.06	170,000	175,000	5,000
Upward Bound	8.25	6.90	322,600	328,800	6,200
Office of Women in International Development	3.00	2.75	113,700	124,500	10,800
Office of Women's Programs, Student Affairs	4.50	4.50	116,700	116,700	0
Peer Recruitment Program, OAR, Academic Affairs	0.75	0.60	22,200	19,600	(2,600)
President's Award Program, Academic Affairs	1.18	0.90	3,498,900	3,108,000	(390,900)
Principal's Scholars Program, Academic Affairs	8.90	8.18	482,100	422,500	(59,600)
Research Apprenticeship Prog. in Applied Sci., Col. of Ag\Vet Med	1.34	0.97	75,000	60,500	(14,500)
Summer Programs in Engineering, College of Engineering	1.50	0.97	25,200	42,100	16,900
Support for Underrepresented Groups in Engineering, College of Engineerin	0.83	0.83	401,000	450,000	49,000
Special Populations Health Program	2.75	2.88	50,000	55,000	5,000
Transition Program/Summer Bridge Program, LAS	6.66	6.66	393,900	393,900	0
Undergraduate Summer Research Program for Minority Students, College o	0.44	0.22	67,500	62,500	(5,000)

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95	Dollars Budgeted** FY96	Change in Dollars Budgeted
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN (Continued)					
Women's Studies Program, LAS	10.31	7.56	290,500	297,600	7,100
Young Scholars in Agriculture Program, College of Agriculture	0.76	0.31	89,000	67,500	(21,500)
Minority Supplemental Res. Grant Prgrm, Affirmative Action	0.04	0.04	9,300	24,800	15,500
Office of Affirmative Action, Office of the Chancellor	9.50	8.50	377,400	405,400	28,000
Supplemental Salary Program, Office of Affirmative Action	0.04	0.04	8,900	17,200	8,300
Targets of Opportunity Program, Office of Affirmative Action	0.01	0.01	595,900	470,000	(125,900)
Latino Studies Program, College of Liberal Arts & Sciences	0.00	0.01	N/A	215,500	N/A

N/A-Not Available
* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.
**Program is directed to serve more than one underrepresented group (e.g., minorities and females).
**Program serves elementary and secondary school students.

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budget
			FY95		FY96		
	FY95	FY96	Total Budget	Special Populations	Total Budget	Special Populations	
ILLINOIS COMMUNITY COLLEGES							
BELLEVILLE AREA COLLEGE							
Gender Equity	1.00	1.00	25,000		27,000		2,000
Minority Transfer Center	3.00	3.00	66,500		67,000		500
Special Services Center	9.00	7.00	206,300		197,600		(8,700)
BLACK HAWK COLLEGE	Data Not Available						
CITY COLLEGES OF CHICAGO							
DALEY COLLEGE, RICHARD J.							
ALSP Counseling	1.00	1.00	33,500	33,500	35,100	35,100	1,600
ALSP Tutoring	6.00	6.00	60,000	60,000	63,000	63,000	3,000
CBO Program	NA	0.33	39,400		26,300		(13,100)
Continuing Education	0.00	N/A	0		410,400		410,400
Faculty Advising	1.50	1.50	35,000	35,000	37,000	37,000	2,000
Future Teachers	N/A	0.45	N/A		18,500		N/A
National Youth Sports	16.00	1.00	152,000		48,100		(103,900)
NovaNET	2.00	2.00	93,800	93,800	98,500	98,500	4,700
Opportunities Program	N/A	1.50	N/A		47,600		N/A
Placement Services	1.50	1.50	19,300	19,300	20,200	20,200	900
Special Needs Services	3.00	1.00	22,200	22,200	23,300	23,300	1,100
Student Facilitators	2.50	2.50	39,800	39,800	41,800	41,800	2,000
Title III Program	0.00	N/A	0		283,900		283,900
Transfer Center	2.00	2.00	95,000		99,800		4,800
Upward Bound	0.00	N/A	0		367,400		367,400
KENNEDY-KING COLLEGE							
Benjamin E. Mays Academy***	13.00	13.00	725,000		364,000		(361,000)
Building Opportunities	2.00	2.00	50,000		50,000		0
CBO Program	N/A	0.33	28,400		26,300		(2,100)
Future Teachers	N/A	0.45	N/A		15,600		N/A
Opportunities Program	23.50	10.50	794,300		388,000		(406,300)
Project Transfer	2.00	2.00	94,400		94,400		

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budget
			FY95		FY96		
	FY95	FY96	Total Budget	Special Populations	Total Budget	Special Populations	
MALCOLM X COLLEGE							
Academic Support Center	43.00	N/A	1,482,800		1,673,200	1,673,200	190,400
CBO Program	N/A	0.33	39,300		39,400		100
Future Teachers	N/A	0.45	N/A		15,600		N/A
Latino Center	2.00	N/A	42,100		56,900		14,800
NYSP	25.50	N/A	50,800		50,800		0
Opportunities Program	3.50	4.00	118,300		138,300		20,000
Placement Center	5.00	N/A	89,100		85,400	57,600	(3,700)
Special Needs	8.00	N/A	49,900		99,100		49,200
Transfer Center	5.00	N/A	105,300		94,400		(10,900)
OLIVE-HARVEY COLLEGE							
Academic Computing Center	N/A	3.50	N/A		68,700	3,200	N/A
CBO Program	N/A	0.33	26,500		26,300		(200)
Child Development Center	12.00	41.00	347,900		374,000		26,100
Future Teachers	N/A	0.45	N/A		15,600		N/A
Middle College	N/A	71.00	N/A		534,900		N/A
National Youth Sports	N/A	N/A	55,200		55,200		0
NovaNET	2.43	2.43	103,100	4,300	109,400	5,170	6,300
Opportunities Program	3.00	3.50	101,400		137,100		35,700
Public Assistance Progam	4.00	32.00	106,700		106,100		(600)
Special Needs	N/A	16.00	N/A		55,625	14,500	N/A
Summer Youth	10.00	12.00	92,900		112,800		19,900
Transfer Center	2.00	8.00	94,400		94,400		
TRUMAN COLLEGE, HARRY S							
ALSP Counseling	2.00	1.00	319,900	319,900	110,100	110,100	(209,800)
Audiovisual Tutorial Laboratory	18.00	4.00	133,000	87,000	200,000	200,000	67,000
AVT International Students/Peer Advisor	5.00	4.00	110,000	55,000	49,500	34,300	(60,500)
Bilingual Assistance Center	6.00	3.00	6,300	600	75,500	75,000	69,200
CBO Program	N/A	0.33	39,400		52,500		13,100
College Level Tutoring Services	20.00	14.00	190,000	140,000	179,000	125,700	(11,000)
Dubois-Washington	4.00	7.00	49,800	49,800	58,400	58,400	8,600
Institute for Native American Development	3.00	2.00	24,000	10,500	116,400	116,400	92,400
Lakeview Learning Center	N/A	21.00	N/A		437,700	74,100	N/A

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budget
			FY95		FY96		
	FY95	FY96	Total Budget	Special Populations	Total Budget	Special Populations	
TRUMAN COLLEGE, HARRY S (Continued)							
NovaNET Tutoring	2.00	4.00	95,000	95,000	125,700	125,700	30,700
Opportunities Program	N/A	1.50	N/A		42,100		N/A
Refugee Assistance Center	11.00	4.00	165,000	155,000	145,400	145,400	(19,600)
Single Parent	6.00	2.00	80,000	60,000	80,000	70,900	0
Special Services for Disabled Students/Touch Club	7.00	6.00	73,700	73,700	73,700	64,200	0
Technical Center – Counseling & Tutorial Services	7.00	3.00	150,000	70,000	239,800		89,800
Transfer Center	N/A	2.00	N/A		60,000		N/A
Truman Middle College Alternative High School	13.00	5.00	515,000	5,000	399,000		(116,000)
WASHINGTON COLLEGE, HAROLD							
AAWCC	0.00	1.00	0		400		400
Actuarial Program	0.00	0.50	0		62,300		62,300
Black Student Union	0.00	0.25	3,500		1,700		(1,800)
Black Women's Caucus	0.00	0.00	N/A		1,000		N/A
Career Planning & Placement	2.25	2.25	98,800	98,800	68,200	18,000	(30,600)
CBO Program	N/A	0.33	38,700		39,400		700
Child Development Accreditation (CDA)	5.00	5.00	233,000		223,100		(9,900)
CLIMB	0.50	0.50	3,000		3,000		0
Creative Curriculum	4.00	4.00	74,500		75,400		900
Dept of Mental Health Voc Training	5.00	5.94	221,000		228,200		7,200
Foster Parent Training	9.28	6.58	433,200		480,100		46,900
Individual Needs (IN) Program	N/A	2.00	N/A		14,400		N/A
Intergovernmental Exec Development	1.00	2.00	70,000		70,000		0
NovaNET	2.25	2.25	98,700		104,000	84,300	5,300
Opportunuties Program	2.00	2.50	67,600		82,800		15,200
Oratorical Contest	0.00	0.00	0		4,300		4,300
Organization of Latin American Students	0.00	0.25	5,100		1,700		(3,400)
Pre-Collegiate Program	0.50	0.53	14,000		15,000		1,000
Project Access	0.00	0.50	N/A		5,000		N/A
Projects with Industry	3.50	3.38	157,800		157,800		0
Spanish GED TV	1.00	1.00	N/A		N/A		N/A
Special Needs Center	5.75	4.05	152,400	16,600	130,400	10,600	(22,000)
Transfer Center	2.50	2.84	94,400		94,400		0
Tutoring Services	10.75	14.75	132,000		114,700	68,500	(17,300)

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budget
			FY95		FY96		
	FY95	FY96	Total Budget	Special Populations	Total Budget	Special Populations	
WASHINGTON COLLEGE, HAROLD (Continued)							
Vocational Transition Program, DOMH	3.00	4.33	186,000		190,600		4,600
WRIGHT COLLEGE, WILBUR							
11th Annual Ethnic Food Fest	0.50	0.50	600		200		(400)
8th Annual African Am Student Awards Luncheon	1.00	1.00	600		1,100		500
African American History Month	0.75	0.75	5,600		2,500		(3,100)
Hispanic Month	1.00	1.00	4,100		2,500		(1,600)
National Women's Month	0.50	0.50	1,800		2,500		700
Office Skills for Disabled	1.00	1.00	N/A		5,800		N/A
Opportunities Program	N/A	1.00	N/A		33,200		N/A
Positive Alternatives	5.00	5.00	70,000		160,000		90,000
DANVILLE AREA COMMUNITY COLLEGE							
Black Student Association	0.00	0.00	1,500	1,500	400	400	(1,100)
Building Fairness/Options For Women***	0.50	0.20	17,500		31,000		13,500
Minority Scholarship/Foundation	0.00	0.00	10,000		7,300		(2,700)
Opportunities Program	4.25	4.38	140,000		205,000		65,000
Project Excel***	0.00	1.00	0		50,000		50,000
Special Populations/Disabled Students	2.75	2.75	11,400	8,600	12,000	9,000	600
Student Human Relations Council***	0.00	0.00	4,900		4,900		0
DUPAGE, COLLEGE OF							
Health & Special Services	2.50	3.50	60,000		79,000		19,000
International Student Advising	2.00	2.00	43,300		45,000		1,700
Minority Transfer Program (includes Minority Articulation & Project SELF)	3.00	3.00	147,400		152,300		4,900
ELGIN COMMUNITY COLLEGE							
ADAPT (Disabled Student Organization)	0.00	0.00	200		200		0
Affirmative Action	1.00	1.00	48,600		48,600		0
BSA (Black Student Association)	0.00	0.00	1,400		1,400		0
Displaced Homemakers	1.50	1.00	57,000		60,100		3,100
Minority Transfer Center	1.00	1.50	63,000		60,000		(3,000)
Office of Multicultural Admissions	2.00	2.00	69,600		76,200		6,600

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budget
			FY95		FY96		
	FY95	FY96	Total Budget	Special Populations	Total Budget	Special Populations	
ELGIN COMMUNITY COLLEGE (Continued)							
OLAS (Hispanic Student Association)	0.00	0.00	3,000		3,000		0
Single Parent	1.50	1.00	75,000		70,000		(5,000)
Special Populations Assistance	42.50	44.00	188,800	188,800	201,200	201,200	12,400
Special Services	12.50	12.50	261,100		269,200		8,100
Upward Bound***	0.00	4.80	0		220,000		220,000
HARPER COLLEGE, WILLIAM RAINEY							
Center for Disabilities	21.00	21.00	417,000		437,900		20,900
Multicultural Affairs	2.50	2.50	101,400		105,500		4,100
Minority Student Transfer Center	0.00	1.75	0		60,000		60,000
Resources for Women	6.00	6.00	304,900		298,500		(6,400)
HEARTLAND COMMUNITY COLLEGE							
Special Populations	0.50	0.50	20,000	20,000	44,400	44,400	24,400
Special Needs	0.50	0.50	10,000		10,000		0
HIGHLAND COMMUNITY COLLEGE							
DAVTE Special Populations	1.00	1.00	25,000		27,000		2,000
Title IV, Student Support Services	2.00	2.00	44,000		44,000		0
Title IV, Upward Bound***	2.00	2.00	37,000		40,000		3,000
ILLINOIS CENTRAL COLLEGE							
Disability Services	1.00	1.50	29,000	18,800	60,400	27,600	31,400
Minority Transfer Center	1.66	2.33	63,000		63,000		0
Opportunities Program	7.50	8.00	298,900		497,000		198,100
Special Academic Services	0.75	3.00	136,700	60,800	156,200	95,500	19,500
Student Support Services	5.00	3.50	219,500		219,500		0
Young Scholars ***	0.33	0.33	11,500		11,500		0
ILLINOIS EASTERN COMMUNITY COLLEGES							
ICCB Special Populations	6.94	6.89	130,900	130,900	143,400	143,400	12,500
International Program	4.50	4.50	107,000		188,900		81,900
Perkins (Disadvantaged Students)	9.00	7.00	344,900		329,300		(15,600)
Single Parent/Displaced Homemaker	18.00	19.00	50,000		50,000		0

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Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95 Total Budget	Dollars Budgeted** FY95 Special Populations	Dollars Budgeted** FY96 Total Budget	Dollars Budgeted** FY96 Special Populations	Change in Dollars Budget
ILLINOIS EASTERN COMMUNITY COLLEGES (Continued)							
Student Success Network	5.50	5.60	174,600		179,800		5,200
Upward Bound Program***	N/A	N/A	221,400		221,400		0
ILLINOIS VALLEY COMMUNITY COLLEGE							
Academic Dev Center/Special Needs	N/A	6.26	N/A		107,500		N/A
Placement	2.00	2.00	56,300		55,700		(600)
JOLIET JUNIOR COLLEGE							
Intercollegiate Opportunities for Minority Students	1.50	1.50	60,000		60,000		0
Office of Minority Enrollment	2.00	2.00	82,700		85,400		2,700
Project Advance	6.00	6.00	257,700		230,300		(27,400)
Special Needs	6.00	7.00	220,800		192,700		(28,100)
KANKAKEE COMMUNITY COLLEGE							
Affirmative Action	0.05	0.05	1,500		1,600		100
Building Opportunities	1.25	1.04	50,000		50,000		0
Dr. King Adult Ed Centers	11.64	9.23	306,900	55,900	299,700	53,700	(7,200)
ESL/Coop/Hispanic Community	0.00	1.00	0		12,000		12,000
FIPSE Program (minority transfer)	1.83	1.90	93,200		103,100		9,900
Job Training Partnership	26.25	27.00	1,821,100		2,572,200		751,100
Leadership 2000/Retention	0.00	1.50	0		70,000		70,000
Literacy Programs	4.14	3.71	95,600		87,600		(8,000)
Meeting the UnMet Need	0.00	0.05	0		11,700		11,700
Office of Special Populations	0.00	2.00	0		57,900	25,500	57,900
Ounce of Prevention	0.00	4.50	0		113,800		113,800
Parent Support/DFI	0.00	1.21	0		39,000		39,000
Parent Training Initiative	9.22	1.45	234,900		41,000		(193,900)
Upward Bound***	6.67	6.10	205,400		226,800		21,400
Work Experience/GED	0.00	0.41	0		16,500		16,500
KASKASKIA COLLEGE							
Affirmative Action	0.33	0.33	39,000		39,000		0
Black Awareness Week	0.00	0.00	1,500		1,500		0
Black Student Association	0.00	0.00	300		400		100

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95 Total Budget	FY95 Special Populations	FY96 Total Budget	FY96 Special Populations	Change in Dollars Budget
KASKASKIA COLLEGE (Continued)							
Marion County Housing/Gateway Program	2.60	2.40	98,900		30,000		(68,900)
Minority Awards Banquet	0.00	0.00	1,000		1,000		0
Perkins Special Populations	1.00	1.20	49,100		48,000		(1,100)
Reading Link	3.30	3.50	120,000		69,000		(51,000)
KISHWAUKEE COLLEGE							
Adult Basic Education for the Mentally Disabled	0.26	0.24	4,800	1,100	2,000		(2,800)
Spanish General Education Development Classes	0.76	0.70	5,800	2,400	8,500	900	2,700
Spanish General Education Development Testing	0.04	0.04	800	800	400	400	(400)
Special Needs Counseling Services	0.35	0.35	10,400		11,300		900
LAKE COUNTY, COLLEGE OF	The College of Lake County has no formally organized programs for underrepresented groups.						
LAKE LAND COLLEGE							
Single Parent/Homemaker	1.40	1.40	50,000		50,000		0
Special Needs Counselor & Services	1.65	1.65	48,900	48,900	58,900	58,900	10,000
LEWIS & CLARK COMMUNITY COLLEGE							
Black Student Association	1.00	1.00	40,000	25,000	40,000	27,000	0
Single Parent/Homemaker	2.50	2.50	100,000		110,000		10,000
Student Support Services	4.00	4.00	186,000		193,000		7,000
Supported School-to-Work Transition	N/A	4.50	N/A		112,000		N/A
LINCOLN LAND COMMUNITY COLLEGE							
Displaced Homemakers	2.68	2.68	107,800		110,100		2,300
LLCC Eastside Service Center	0.40	0.40	12,000		12,000		0
LLCC Summer College for Kids	0.48	0.48	2,600		2,600		0
LLCC Trustee Tuition Waivers	0.00	0.00	22,000		22,000		0
Minority Transfer Center	0.50	0.50	35,000		35,000		0
Special Needs Program	1.75	1.75	84,900		98,100		13,200

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95 Total Budget	Dollars Budgeted** FY95 Special Populations	Dollars Budgeted** FY96 Total Budget	Dollars Budgeted** FY96 Special Populations	Change in Dollars Budget
LOGAN COLLEGE							
Black Student Association	0.00	0.00	1,900		1,500		(400)
Disabled Student Services	1.00	1.00	20,400	20,400	18,600	18,600	(1,800)
Hearing Impaired Services	1.00	1.00	85,900		110,200		24,300
International Club	0.00	0.00	400		400		0
Minority Transfer Center	1.00	1.00	50,000		40,000		(10,000)
Single Parent/Homemaker	1.00	1.00	45,000		45,000		0
McHENRY COUNTY COLLEGE							
Adult Re-Entry	3.00	3.00	33,500		36,700		3,200
Hispanic Support Services	2.00	4.00	60,000	60,000	80,800	60,800	20,800
Special Needs	13.00	13.00	153,300	64,600	193,900	102,900	40,600
MORAINE VALLEY COMMUNITY COLLEGE							
African American History Month***	0.25	0.25	5,000		1,500		(3,500)
Alliance of Latin American Students	0.25	0.25	100		800		700
Black Student Union	0.25	0.25	100		200		100
Building Opportunity	1.00	1.00	45,000		45,000		0
Cultural Diversity Programs	0.25	0.00	0		1,200		1,200
Historically Black College Fair	0.25	0.00	0		1,900		1,900
Latin Cultural Awareness Month	0.25	0.25	5,000		3,000		(2,000)
Learning Development Support System	2.25	2.25	97,900		101,800		3,900
Minority Student Transfer Center	2.00	1.50	119,000		122,000		3,000
Physically Handicapped Support Services	1.75	2.00	66,500		69,200		2,700
Returning Woman	0.25	0.25	6,800		7,000		200
Thurgood Marshall Education Loan	0.25	0.25	1,000		1,000		0
Thurgood Marshall Education Scholarship	0.00	0.00	1,000		1,000		0
MORTON COLLEGE							
Hispanic Heritage Club	0.10	0.10	200		200		0
Lillian Baar Scholarship	0.00	0.00	N/A		N/A		N/A
Pinnacle Bank Scholarship	0.00	0.00	0		750		750
Special Populations/LD Specialist	0.65	0.65	17,400	17,400	20,000	20,000	2,600

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted		Dollars Budgeted**				Change in Dollars Budget
			FY95		FY96		
	FY95	FY96	Total Budget	Special Populations	Total Budget	Special Populations	
OAKTON COLLEGE							
ASSIST (Special Needs Students)	1.00	1.00	37,000	5,600	38,700		1,700
BNAT (Basic Nurse Assistant Training Program)	N/A	2.50	133,800		136,200		2,400
Family Literacy	0.60	0.32	19,000		19,300		300
High Risk Nursing Program	2.25	2.00	113,800		88,200		(25,600)
PACT	0.00	2.25	0		72,400		72,400
SOS/Library Literacy	1.75	1.28	68,000		68,000		0
STEPS (Services to Establish Patterns of Success)	3.50	3.50	174,900		180,100		5,200
Sunshine	N/A	2.50	180,200		119,000		(61,200)
PARKLAND COLLEGE							
Access, Equity, Cultural Diversity	0.50	2.00	28,700		109,200		80,500
Articulation with HBCU	0.00	N/A	0		3,400		3,400
Classroom Assessment & Research Initiative	0.00	N/A	0		2,000		2,000
Disability Services (Student Support/Counseling)	1.00	1.50	29,000		69,100		40,100
Diversity 2000	0.00	1.00	0		33,900		33,900
Single Parent	0.20	0.20	11,000		11,000		0
Special Populations (Preparedness/Transition/Disabilitie	1.10	1.20	107,800		128,300		20,500
Transfer Center (HECA)	1.00	1.00	63,000		60,000		(3,000)
Voc Ed – Perkins	1.00	1.65	68,500		74,600		6,100
Women's Program/Services	0.50	0.50	30,700		33,300		2,600
PRAIRIE STATE COLLEGE							
Affirmative Action/Equal Opportunity	0.25	0.25	11,000		11,000		0
Disabled Student Services	0.30	0.30	40,000	25,000	40,000	25,000	0
Disadvantaged Students Tutoring	N/A	N/A	91,200	91,200	110,800	110,800	19,600
HECA Transfer Center	2.00	2.00	58,000		58,000		0
Office of Minority Student Affairs	1.00	1.00	41,500		43,300		1,800
Opportunities Program	5.00	5.00	133,800		233,700		99,900
Project HOPE***	0.25	0.25	8,800		8,800		0
Returning Student's Program	N/A	N/A	1,100	1,100	900	900	(200)

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95 Total Budget	Dollars Budgeted** FY95 Special Populations	Dollars Budgeted** FY96 Total Budget	Dollars Budgeted** FY96 Special Populations	Change in Dollars Budget
REND LAKE COLLEGE							
Affirmative Action Office	0.10	0.10	600		600		0
College Special Needs Counselor	0.05	0.50	N/A		N/A		N/A
Early School Leaver	2.00	2.00	71,100		58,200		(12,900)
HECA – Project First Class***	1.00	1.00	56,600		50,000		(6,600)
Sex Equity	0.50	0.50	25,000		27,000		2,000
Single Parent	0.50	0.50	45,000		45,000		0
Vocational Special Populations	1.00	1.00	63,600		54,400		(9,200)
RICHLAND COMMUNITY COLLEGE							
Black Student Association	0.00	0.00	1,200		2,900		1,700
College Futures***	1.00	1.00	68,000		60,000		(8,000)
Displaced Homemakers	1.50	1.50	57,800		61,900		4,100
Families in Transition	0.00	0.00	10,700		5,600		(5,100)
Single Parents and Homemakers	1.50	1.50	50,000		50,000		0
Special Populations	1.25	1.25	79,000		72,900		(6,100)
Transfer Center	2.00	2.00	58,000		63,000		5,000
ROCK VALLEY COLLEGE							
Targeted Populations/Vo-Tech Programs	2.00	2.00	15,000	15,000	15,000	15,000	0
SANDBURG COLLEGE, CARL	Sandburg College has no formally organized programs for underrepresented groups.						
SAUK VALLEY COMMUNITY COLLEGE							
Special Needs, Learning Disabled	0.50	0.50	12,500		14,000		1,500
Special Needs, Physically Disabled	0.50	0.50	18,800		36,300		17,500
SHAWNEE COMMUNITY COLLEGE							
Academic Opportunity	3.00	3.00	175,000		175,000		0
Affirmative Action	1.00	1.00	5,500		5,500		0
Carl Perkins Special Needs	1.00	1.00	39,900		41,800		1,900
Minority Transfer Center	1.50	1.50	46,000		36,000		(10,000)
School-To-Work	1.00	1.00	64,500		64,500		

Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95 Total Budget	Dollars Budgeted** FY95 Special Populations	Dollars Budgeted** FY96 Total Budget	Dollars Budgeted** FY96 Special Populations	Change in Dollars Budget
SOUTH SUBURBAN COLLEGE OF COOK COUNTY							
Academic Assistance Center	3.50	305.00	295,000	17,000	310,200		15,200
ACT-SO Scholarships	0.00	0.00	1,400		1,400		0
Cultural Diversity-Community Liaison	1.00	1.00	32,500		35,000		2,500
Disabled Student Services	1.50	2.00	44,700		50,600		5,900
Opportunities	4.00	5.00	135,000		528,000		393,000
Returning Adult Center	1.00	1.00	28,400		29,200		800
Special Needs	2.00	2.00	85,000		87,500		2,500
Student Support Services	7.00	7.00	194,700		194,700		0
Minority Transfer Center	1.00	1.00	82,600		61,000		(21,600)
SOUTHEASTERN ILLINOIS COLLEGE							
Developmental Studies	1.00	1.00	51,500		62,200		10,700
Project Aspire***	1.00	1.00	65,000		50,000		(15,000)
Single Parent/Homemaker Advancement Project	1.00	1.00	45,000		45,000		0
Special Needs (Perkins)	1.00	3.00	65,200		107,400		42,200
Special Needs Recruitment/Retention	N/A	1.00	N/A		62,200		N/A
Student Support Services	4.00	4.00	175,000		179,800		4,800
SPOON RIVER COLLEGE							
Handicapped and Disadvantaged	1.00	1.00	63,900		51,500		(12,400)
Single Parents/Displaced Homemakers	1.00	1.00	50,000		50,000		0
Special Needs Assistance	1.00	1.00	42,800		25,000		(17,800)
Special Populations	2.00	2.00	39,700		41,700		2,000
METROPOLITAN (formerly STATE) COMMUNITY COLLEGE							
Minority Articulation Transfer	2.50	2.00	63,000	N/A	63,000		0
Upward Bound	4.00	4.00	243,400		243,400		0
Adult Education	N/A	4.00	134,600		132,000		(2,600)
Literacy	N/A	1.00	52,000		54,000		2,000

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Table 23 (Continued)

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1995 AND 1996*

Program	Staff Years Budgeted FY95	Staff Years Budgeted FY96	Dollars Budgeted** FY95 Total Budget	FY95 Special Populations	FY96 Total Budget	FY96 Special Populations	Change in Dollars Budget
TRITON COLLEGE							
Latin American Club	N/A	N/A	300		300		0
Minority Transfer (HECA)	3.00	3.00	155,600		159,700		4,100
Nuevos Horizontes	3.50	3.50	107,100		103,300		(3,800)
Project Advance	0.00	0.50	11,000	11,000	11,000	11,000	0
Public Assistance Coordination Special Project	0.00	0.50	0		12,000	12,000	12,000
Spanish Literacy	1.00	1.00	13,500		13,500		0
Student Support Services	6.30	5.40	241,900		249,200		7,300
TRAC (Dislocated Workers Grant)	4.00	4.00	385,000		N/A		N/A
Upward Bound***	4.50	4.00	226,000		226,000		0
WAUBONSEE COMMUNITY COLLEGE							
Academic Skills Center	1.00	1.00	117,700		117,700		0
Access Center for Disabled Students	23.10	26.00	375,000	8,700	318,000		(57,000)
LINCC	0.08	0.08	42,000		42,000		0
Office Technology	8.25	8.25	310,000		310,900		900
Project Equity	0.00	0.00	0		31,000		31,000
Project Opportunity	0.00	0.00	0		50,000		50,000
Project Success	0.00	0.00	0		132,500		132,500
Road to Success	1.00	1.00	19,500	1,200	21,200		1,700
Student Support Services	8.50	8.50	205,200	24,200	210,500		5,300
Transfer Center	2.50	2.50	60,000		54,500		(5,500)
WOOD COMMUNITY COLLEGE, JOHN	John Wood Community College has no formally organized programs for underrepresented groups.						

NA-Not Available
* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.
**Includes all funding sources
***Programs serving elementary and secondary school students

APPENDIX III

SUMMARIES OF 1996 INSTITUTIONAL REPORTS ON UNDERREPRESENTED GROUPS

Under Public Act 84-726, each public institution of higher education in Illinois must submit each October, a report to the Illinois Board of Higher Education on efforts undertaken to increase the participation and advancement of underrepresented groups. In addition to describing goals and evaluations, these reports are to describe for each institution the policies that were established and the events and activities that were undertaken during the past year to serve underrepresented students and staff. Institutions also are to prepare a summary that highlights major campus developments. Copies of institutional reports can be obtained from higher education system offices. Institutional summaries are presented below.

Public Universities

Chicago State University. Chicago State University devotes 90 percent of its annual budget to the education of over 8,000 minority students, the largest comprehensive university program devoted to minority education in the state of Illinois. Ninety-two percent of undergraduates currently enrolled at the university are African-American and 69 percent are female. Over the past five years retention of minority students has increased consistently.

In addition to regular degree programs, the University provides several special opportunities for minority, disabled, and female students. More Black students at Chicago State University experience more success—measured by the 900 undergraduate and graduate degrees awarded to Black students—than at any other comprehensive university in Illinois.

The University enrolls approximately five percent of the total number of students at Illinois public universities but graduates a disproportionately high 27 percent of minorities in every academic discipline. In FY1995, 82 percent of the 1,098 degrees awarded went to Black students. The University also leads the states academic institutions in minority employees. Currently, 75 percent of the university's 907 employees are minorities and 55 percent are female.

Planning and program development at Chicago State University are driven by the University's three-point model for student success which focuses on providing access to higher education, improving retention trough safety nets and opening windows of opportunity to career and professional success for students. Various programs described in detail in the full report contribute to achievement of the University's goals. Since Chicago State University's student clientele is 90 percent minority, all programming at the University is directed towards students from underrepresented groups.

The University expects to continue the trend towards increases in minority student enrollment and graduate rates in the future.

Eastern Illinois University. During FY1996, Eastern Illinois University laid the groundwork for members of the University community to reach out to one another in order to realize the institution's stated goals of creating a pluralistic and tolerant campus that celebrates and draws upon the talents of its students, faculty, and staff. Eastern Illinois University provided students with several opportunities during FY1996 to break down the barriers that have traditionally separated student organizations on campus and open lines of communication between them. University programming during the past year increased an emphasis on cross-organizational planning and conflict resolution. By utilizing the powerful network of student organizations on campus, the entire University community will benefit from vastly improved cross-cultural communications, and will be able to respond more effectively to crises.

The academic year 1995-96 was a successful year for hiring members of underrepresented groups. Of all newly-hired tenure-track faculty in FY1995-96, 23 percent were members of minority groups, and 33 percent were women. Of newly-hired administrative professional, 18 percent were members of minority groups and 55 percent were women.

Eastern Illinois University held workshops for students, faculty, and staff on issues that affect their success at the University. It also expanded recruitment visits to areas with substantial minority populations, increased training on race relations and sexual harassment for students and staff, and improved coordination of campus-wide diversity events.

The University is optimistic that it will meet its goals of increasing diversity and tolerance on campus. The strategy involves increasing the levels of communication among members of the campus community, in combination with other recruitment and retention efforts. The University remains proactive in developing new programs that will best accomplish its stated mission.

Governors State University. Significant progress was made during FY1996 toward increasing the participation and achievement of minority and female students and staff at Governors State University. The University enrolled 160, or 10 percent more, minority students this year than last year. This represents a 20 year high for minority student enrollment, and over 68 percent of total enrollment this year is female, an all-time high enrollment percentage.

Another important measure is the percentage of minority and female staff at the university. With 15 of the 25 new or replacement faculty and administrative positions being filled this year with minorities, the percentage of minority administrators increased from 33.6 percent last year to 38 percent in FY1996 and the minority faculty percent increased from 27.8 percent to 35 percent in FY1996. Progress also was made in improving the number of females holding tenure-track faculty positions. During FY1996, 12 female faculty were hired resulting in an increase from 39 percent of the faculty in FY1995 to 44 percent in FY1996.

These achievements are the result of university-wide efforts to address this issue for the last three years. Always a part of the university's mission and now a major component of the university's "Five Year Strategic Plan," the university's commitment to cultural diversity now has two additional avenues for assuring continued progress. The development of the Enrollment Management Plan includes objectives and strategies to increase minority student access to the university, and the formulation of the university-wide Cultural Diversity and Sense of Community Committee, which is charged with responsibility of recommending strategies and monitoring the university's progress in this area. An update on these two new initiatives will be reported in the FY1997 report.

Other important initiatives during FY1996 that contributed to the minority student enrollment gains cited above include the continuation of scholarships targeting minority and female students, the Minority Student Mentoring Program that now serves over 100 minority students with the help of 70 faculty and staff mentors, and the Learning in Context program which added a free tuition program for students in Ford Heights resulting in 18 students from that community attending Prairie State and Governors State.

The university initiated a new minority student outreach program and continued two successful programs geared to improve higher education access for minority students in the future. The College of Education's Enhancement Camp was a new two-week summer program for minority junior high students that focused on enhancing writing, reasoning, and mathematical skills. The College of Business and Public Administration continued the Economic Achievers program for minority junior high and high school students offering economic education experiences during the summer. Lastly, the university's Project HOPE continues to attract Hispanic high school students (130 students) to this program which

offers tutoring, career planning, and college information. The purpose of this program is to encourage Hispanic high school students to stay in school and enroll in college after graduation.

Illinois State University. Illinois State University is a multi-dimensional institution with degree programs at the bachelor's, master's, and doctoral level. In compliance with Public Act 85-283 and subsequent legislation, which requires the Illinois public universities to develop plans and document the outcomes of strategies that are designed to increase the participation and achievement of minority, female and disabled students, faculty, and staff, this report will show that the multi-dimensional profile of Illinois State University allows it to effectively respond to the varied needs and interests of its constituents. Specifically, Illinois State University continues its tradition of:

- Maintaining a diverse student body. In fall 1995, there were 19,294 students from 41 states, the District of Columbia and other 61 countries enrolled at the University. This enrollment contains significant numbers of minority students, female students, and students with disabilities;

- Increasing underrepresented undergraduate student participation. In fall 1995, there were 5,199 new undergraduate students enrolled at the University; 14 percent of the new students were minority students and 56 percent of the new students were females. This report summarizes specific university-wide recruitment strategies as well as efforts at the college and departmental level;

- Increasing underrepresented graduate student participation. In fall 1995, there were 627 new graduate students enrolled at the University; 12 percent of the new students were minority students and 59 percent of the new students were females. This report summarizes specific university-wide recruitment strategies as well as efforts at the college and departmental level;

- Increasing underrepresented student achievement. Through the programs and activities described in this report, Illinois State University, as reported in the July 1996 Illinois Board of Higher Education Agenda Item #8, *Retention, Graduation, and Time-to-Degree of Baccalaureate Students at Public Universities*, achieves graduation rates that rank second in the state for first-time African-American freshmen and fourth in the state for first-time Hispanic freshmen;

- Being responsive to the needs of the individual student. For example, in the last five years the Disability Concerns Office has hired an Assistant Director, a Coordinator for Hearing Impaired Services, and a Coordinator for Learning Disabilities to meet increasing demand for services. Services offered by the Disability Concerns Office include residential accommodations, adaptive computers, notetakers, peer tutors, scribes, and sign language interpreters;

- Maintaining a diverse faculty and staff. In fall 1995, there were 3,045 employees at Illinois State University; nine percent of the employees are minority and 51 percent of the employees are females;

- Increasing the participation of faculty and staff from underrepresented groups. Incentive Funds for the recruitment of minority faculty, and Learners and Trainers programs are means by which Illinois State University attempts to recruit underrepresented faculty and staff;

- Providing opportunities for personal and professional growth of faculty and staff. Faculty and staff are encouraged to participate in the Minority Scholars-in-Residence program. Likewise, the Association of Black Academic Employees and the Organization of Latino Employees offer many networking opportunities.

This report will also show that Illinois State University, in compliance with Public Act 87-571, attempts to improve human relations through the programs and activities described above and by the following measures:

- Illinois State University offers many courses that stress gender and race relationships in the curriculum. Illinois State University also offers academic minors and coursework in Women's Studies, Latin American Studies, and Ethnic and Cultural Studies. Illinois State University is the only public university to offer a bachelors degree in International Business;

- Illinois State University sponsors supervised work experiences, *via* clinical experiences in teacher education, student teaching, internships, and cooperative education placements so students can learn about issues of race and gender in the workplace. Illinois State University also sponsors extensive international exchange programs and a residential International House so students can learn about and assimilate the values of other cultures;

- Illinois State University offers many staff training exercises that stress gender and race relationships in the curricula. University Teaching Workshops, Diversity Training and Multicultural Workshops all serve as examples;

- Illinois State University follows standardized policies and procedures to report incidents of racial, ethnic or religious intimidation, sexual harassment and hate crimes. Through the efforts of many units and departments, including the University Police Department and the Division of Student Affairs, the University takes a proactive stance against such offenses.

Northeastern Illinois University. Northeastern Illinois University continues to expand its initiatives to address the needs of underrepresented groups. Northeastern Illinois University notes several significant initiatives in FY1996. "Equity in Action Week" examined a variety of affirmative action issues focusing on the extent to which opportunities for future generations of varying ethnicity, age, sexual preference, gender, and disability might be at risk in view of events in California and in Congress. Panel discussions, forums, and presentations with community participation were featured. In addition, the FIPSE/IOWA initiative expanded to include three Hispanic and two Asian students, as well as one faculty member. Furthermore, six Hispanic students and one African-American student departed for a semester abroad in Mexico or Japan under the sponsorship of a grant from the U.S. National Security Education Program.

Efforts, broadly based across the campus, were expanded and directed at the different Asian groups in the university community. Northeastern Illinois University has the fourth largest Asian student population in Illinois public higher education. Asian-American Heritage Week was celebrated for the first time. Three new student clubs formed reflecting interest in Chinese, Indian, and Korean cultures. Two new courses address the Asian-American experience. Communication with representatives from several Asian communities in Chicago expanded.

The African American Male Alumni Mentorship initiative was launched. Thirty alumni mentored 63 high school and college students. Study groups, social activities, receptions for parents and high school representatives, and motivational mentoring were included. A videotape created by this cohort of mentors and mentees features their reflections on this experience.

A successful hands-on biology laboratory general education course specially adapted for students with visual impairments was developed and taught for the first time.

Northern Illinois University. This summary highlights four sections of Northern Illinois University's underrepresented groups report for 1996: outreach and recruitment activities; enrollment and graduation data; minority faculty representation; and the institutional response to the three focus topics, Aiding the Transfer of Minority Students, Retaining Students at Critical Points in the College Career, and Assisting Students with Learning Disabilities.

Outreach and Recruitment Activities. The Office of Admissions maintains primary responsibility for the university's comprehensive undergraduate outreach and recruitment activities. In 1995-96, admissions professionals visited, at least twice, more than 100 high schools having significant enrollment of minority students. In 1995-96, more than 1,000 African American and Hispanic high school students participated in 21 sponsored visits to the university.

Admission to graduate programs is the responsibility of the individual programs, but the Graduate School makes special efforts to assist academic departments in recruiting a diverse student clientele. Graduate student minority recruitment is placed under the direction of the Assistant Dean of the Graduate School who works with a full-time professional to develop various marketing strategies and to arrange for college visits.

Enrollment and Graduation Data. The total new freshman enrollment in 1995-96 for all minority students was 31 percent (751 students), with African American students comprising 17 percent (426); Hispanic students 6.3 percent (153); Asian students 6.6 percent (161); and American Indian students .5 percent (11).

Total new transfer enrollment in 1995-96 represents a 60 percent (+168) increase over 1994-95. The new minority transfer student enrollment in 1995-96 was 16.7 percent (346 students) with African American students comprising 5.5 percent (114); Hispanic students 4.3 percent (89); Asian students 6.8 percent (140); and American Indian students .one percent (3).

Total graduate enrollment of minority students in 1995-96 decreased by only two students from the historic institutional high in 1994-95. Total minority graduate enrollment was 9.9 percent (560) compared to total minority enrollment in 1994-95 at 9.4 percent (562). In the College of Law, minority student enrollment for 1995-96 remained impressively high at 19.7 percent (58) compared to 1994-95 minority student enrollment at 20.3 percent (65).

The total number of baccalaureate degrees (408) awarded at all minority undergraduate students in 1995-96 remained comparable to the number (415) in 1994-95. However, degrees awarded to Asian undergraduate students increased by 23 percent from 126 to 155.

It was a record-breaking year for the total of all graduate degrees awarded to minority students in 1995-96 with an increase of 97 percent (+95) over 1994-95. In 1995-96, African American graduate students received 5.5 percent (85) of all graduate degrees; Hispanic students received 4.2 percent (65) of all graduate degrees.

Minority Faculty Representation. In 1995-96, full-time tenured and tenure-track faculty numbered 1,034. Of these, 22 were African American, 25 were Hispanic, 64 were Asian American, and five were Native American. African American, Hispanic, and Native American faculty representation has nearly doubled since the fall of 1993.

Focus Topics. *Aiding the Transfer of Minority Students* . The coordinators at NIU have the principal responsibility for working with directors at the community college transfer centers which have been created to serve minority transfer students. Educational Services and Programs provides support for minority students who prefer to transfer without the complete core course requirements of regular transfer admissions. University Resources for Latinos assists to ease the transition for transfer students by hosting visiting student groups from community colleges, and by working closely with advisers at the community colleges.

Retaining Students at Critical Points in the College Career. Northern Illinois University places particular attention on support services and activities that support students' transition to campus. The CHANCE component of Educational Services and Programs offers regular counseling support for minority students who enter through alternate admissions, with the ACCESS component offering tutoring

services that are available to all minority students from freshman through their senior year on campus. In addition to the Educational Services and Programs the university has eight mentoring programs designed to support students in underrepresented groups.

Aiding Students with Learning Disabilities. The Center for Access-Ability Resources (CAAR) served 275 students with disabilities in 1995-96. The majority of these students were self-identified prior to beginning enrollment at Northern Illinois University or shortly after they arrived on campus after an initial interview and screening by the CAAR specialist. The learning disabilities specialist and the student decide on appropriate accommodations based on the student's documentation and testing.

Western Illinois University. Western Illinois University is committed to the development and support of effective strategies to improve participation and achievement of underrepresented groups in Illinois higher education. The university continued to make significant progress during the past year in meeting established institutional goals. More than $1,000,000 was devoted to the funding of 14 programs specifically targeted to serve over 31,000 students and staff from underrepresented groups. This represents an increase from FY1995 of nearly 10 percent in resource expenditures and 25 percent in student and staff participation. Participation and achievement in higher education among underrepresented students involved program efforts coordinated through African American and Women's Studies, the Women's Center, the Multicultural Student Recruitment Office, the Minority Achievement Program, the President's Minority Graduate Access Program, the Hispanic Program for Educational Advancement, the Summer Minority Tutoring Program, the Western Equal Opportunity Scholarship and Grant Programs, the Gwendolyn Brooks and Casa Latina Cultural Centers, and Disability Support Services. Additional targeted support for staff from underrepresented groups was provided by the Women's Center and the Administrative Internship Program. Results from these efforts are provided in the University's annual report on underrepresented groups.

In addition, highlights of University efforts to aid in the transfer of minority students included several new initiatives designed to improve the participation rate of students transferring from community colleges and other institutions. WIU continues to support over 200 transfer articulation agreements that facilitate the transfer of students by providing academic guidelines for program completion. During the past year, a Campus Tour program was initiated for transfer students that offered a discounted rate for campus visits to students from the state's minority transfer centers. In addition, a first-year Academic Success Course was offered to new students to ease the transition to the university environment. Several new scholarship programs also served to provide support to transfer students including the Transfer Foundation Scholarship, Transfer Honors Scholarship, and the Residential Scholar Incentive Program. Additional support for transfers was provided by the development of a new Transfer Student Guide, a comprehensive resource on information regarding admissions procedures, transfer credit evaluation, and campus resources.

Retaining students at critical points in the college career continued to be a major priority for the university, and during FY1996 several new initiatives were implemented to address this goal. A new program, Breaking New Ground, was initiated as an extension of the traditional spring and summer orientation programming. This program was scheduled at the start of each semester, offering more structured programs and involving faculty and staff in sessions designed to provide students with critical information on university procedures. Another new program, the GO Plus program, provided critical support to students who had not yet declared a major. GO Plus offered special scheduling of first semester classes and placement into classes of no more than 25 students, to facilitate close interaction with faculty. The Early Academic Warning System continued to provide support to student retention activities, with an increased emphasis on notifying students of upcoming study skills sessions, and other academic support programming. An Early Warning Financial Aid System was implemented during the past year to assist students who were experiencing financial difficulties that could impact their future enrollment. This system included a student notification process and invitations to workshops on financial aid, debt clearance, and personal budgeting. Additional new retention activities included the New Start Program,

designed for former students with grade deficiencies, and the implementation of a Customer Satisfaction Survey by all student services offices.

Increased support was provided during the past year to students with disabilities. Additional staff for Disability Support Services and the acquisition of adaptive equipment increased support to this population. As students with learning disabilities continued to represent an increasingly large percentage of those enrolled, support for those students increased during the past year. For FY1996, of the 189 students registered for services, 103, or 54 percent, were students with learning disabilities, and over 400 alternative testing administrations were performed. In response to this increased demand, resource support for Disability Support Services increased by nearly $3,300 from FY1995 to FY1996, representing an increase of five percent.

Southern Illinois University

Southern Illinois University at Carbondale. Southern Illinois University at Carbondale continues to receive national recognition as one of the leading institutions in the country for conferring degrees to minority students, particularly African American and Hispanic students. In the past year, the University was again recognized by Black Issues in Higher Education and Hispanic Outlook in Higher Education for the number of minority students who obtained their degrees in 1992 and 1993 in 19 categories. The following were among the most noted achievements. First, a ranking of 24th among traditionally white institutions for awarding degrees to African Americans over a period from 1988-89 to 1992-93. Second a Number One ranking for awarding baccalaureate degrees in Education to African Americans. Third, a ranking of 5th among traditionally white institutions for awarding baccalaureate degrees to African Americans in all categories. Fourth, a ranking of 12th, 13th, and 18th for the number of baccalaureate degrees in Education to Asian Americans, Native Americans, and Hispanics.

The selection of African American students by the Southern Illinois University at Carbondale undergraduate student population to positions such as the Student trustee, President of the undergraduate student body, and Homecoming King and Queen, illustrates the level of African American students' involvement in Southern Illinois University at Carbondale's community.

Some degree of success was achieved in decreasing the gap between the performance and achievement level of the dominant and minority groups in areas such as percentage of Black students in good standing, and second and third year persistence rates of Hispanic and Black female undergraduate students. Hispanic students achieved the greatest progress in matching the dominant group's performance and achievement level. In the past five years, the grade point average of Black males increased from 2.27 in 1991 to 2.35 in 1995. The Black male is the only group that experienced continuous improvement in this five-year period. Efforts next year will be directed toward implementing activities included in the campus-wide five-year plan.

Efforts to increase the participation of underrepresented populations in selected academic programs will continue. Remaining accessible, maintaining quality, and increasing participation and achievement of underrepresented populations will continue to receive major attention and support on the SIUC campus. We also intend to continue efforts to make the University community more accessible and supporting of student programs for the disabled and of staff with disabilities. Activities designed to promote the professional development of women faculty will also be continued. Enhancement and support of efforts to attract and retain additional minority faculty, particularly Black and Hispanic faculty, will continue.

Southern Illinois University at Edwardsville. Southern Illinois University at Edwardsville had 34 programs during FY1996 that were dedicated to improving the participation and success of minority, women, and disabled students, faculty, and staff. These programs were funded with federal, state, and local funds and served individuals from early childhood to adulthood. Three of the programs were new in

FY1996. More than $10,000,000 were dedicated to programs that served over 11,000 students. More than 245 staff years were devoted to serving individuals from underrepresented groups.

Two committees on the campus, the Human Relations Advisory Committee (HRAC) and the Americans with Disabilities Act (ADA) Compliance Committee, specifically address the needs of underrepresented groups. The HRAC advocates for the inclusion of underrepresented individuals, especially with the development and implementation of the University Diversity Plan. The ADA Committee provides guidance and advocacy for making the campus accessible for individuals with disabilities.

All groups, except Hispanic, experienced an increase in undergraduate enrollment from Fall 1994 to Fall 1995. Black undergraduate enrollment represented 14.6 percent of the total undergraduate student population. There was a .2 percent increase in Black undergraduate enrollment from Fall 1994 to Fall 1995. Grade point averages of both undergraduate Black males and Black females increased from Fall 1994 to Fall 1995. The percentage of Black undergraduate males and females in good standing increased from Fall 1994 to Fall 1995. There was a 24 percent increase in the number of degrees awarded to Black undergraduate students from Fall 1994 to Fall 1995. Ten percent of the baccalaureate degrees completed in FY1995 were awarded to Black students.

Female students comprised 57 percent of the total student population at SIUE in Fall 1995. Enrollment for female students has been consistently higher than for male students over the past five years. Grade point averages for female students has also been higher than averages for male students. Eighty-six percent of the undergraduate and 95 percent of the graduate female students were in good standing in Fall 1995. Women students received 58 percent of the degrees conferred in 1995.

The population of students with disabilities increased three percent from 1994 to 1995 and represented approximately two percent of the undergraduate population. Unlike the total student population, which has more females than males, the students with disabilities population has more males than females. For the past three years the grade point average of students with disabilities has been higher than for the total student population. The percent of students with disabilities in good standing is also higher than for the total student population. Twenty undergraduate degrees were awarded to students with disabilities which represented a 54 percent increase from 1991.

In 1995, the University had 364 black employees which represented 18 percent of the workforce. Total black faculty increased from 31 in 1994 to 40 in 1995, a 29 percent increase. The percentage of black faculty was 6.1 percent in 1995.

Total female faculty increased from 224 in 1991 to 268 in 1995, a 20 percent increase. In 1995, 31 (57 percent) of the 54 new faculty hires were women.

University of Illinois

University of Illinois at Chicago. The University of Illinois at Chicago *Report on the Participation and Success of Underrepresented Students and Staff* reveals that underrepresented faculty staff and students are served through a total of 66 campus programs and offices. The budget for this effort totalled $13,714,979, and was implemented through the efforts of approximately 210 FTE budgeted staff.

Through these efforts we have made excellent progress in improving the participation of underrepresented minorities and women. We are especially pleased that we have been able to:

- steadily increase total minority student enrollment by almost 10 percentage points since 1989;
- increase Hispanic undergraduate student enrollments by over six percentage points to 17.1 percent since 1989;

- increase Hispanic freshmen enrollment from 13.5 percent in 1989 to 20.4 percent in 1995;
- increase graduate and professional program enrollment of African-American students from 6.5 percent to nine percent since 1989;
- increase Hispanic graduate student enrollment from 2.5 percent in 1989 to 5.8 percent in 1995;
- increase the number of undergraduate women students in the College of Engineering from 332 (16 percent) to 371 (19.6 percent);
- increase the percentage of women enrolled in the sciences from 45 percent in 1989 to 52 percent in 1995, and the percentage enrolled in math from 34 percent in 1989 to 45 percent;
- hire 98 new underrepresented faculty since 1988--two Native American, 62 African-American faculty, and 34 Hispanic faculty;
- and finally, we have essentially met our 1989 goals to hire seven percent Hispanic academic professional staff, and to hire 10 percent Hispanic support staff.

We have made progress through the implementation of the many strategies identified in this report. UIC must build upon the success of the past to ensure continued progress.

University of Illinois at Springfield. The University of Illinois at Springfield's enrollments of minority students as a percentage of all students has increased from 7.4 percent in 1986 to a 10-year high of 10.1 percent in 1995. The range of the total number of African-American enrollments during the 10-year period was 192 in 1986 (5.5 percent of total enrollment) to this year's total of 338 (7.2 percent). Among undergraduates, 63.5 percent were female, up from 62 percent in 1994; 57.3 percent of graduates were female, down from 58.8 percent in 1994.

UIS hired nine new faculty for the 1996-97 academic year. Of these, six (66.7 percent) are members of underrepresented groups. Two are African-American males. One joined a program with existing African-American representation (child, family, and community services). The other was jointly appointed to a program with no minority representation (individual option) and a program with existing African-American representation (African-American studies). One Hispanic male was hired for a program that had neither minority nor female representation (computer science). Three of the new faculty are females, two of whom were hired for programs with no female representation (economics and management information systems).

When Sangamon State University merged with the University of Illinois in July 1995, the Board of Trustees charged UIS with reviewing its academic planning in light of its new position. The Development Planning Committee began work in a vision statement that reiterated two long-standing priorities having the potential to encourage greater minority representation on campus and to enhance the campus climate for minority students. These two priorities are the initiation of a lower-division curriculum at UIS and the approval of a Doctor of Public Administration degree.

The campus' proposed lower-division curriculum has been designed specifically to include modules that deal with issues of race, gender, and ethnicity in both Western and non-Western cultures. The core courses feature "multiculturalism across the curriculum." The courses will be integrated vertically, from semester to semester, so that in combination they will provide students a broad understanding of Western and non-Western heritage. Courses will also be integrated horizontally in any given semester so that the assignments of the humanities and social science courses provide the content for assignments in the composition and speech courses.

The proposed Doctor of Public Administration program should be expected to enroll approximately 35 percent to 40 percent women and 15 percent to 20 percent minority students. Nationwide data from the National Association of Schools of Public Affairs and Administration show that 38.4 percent of students enrolled in such doctoral programs in 1992-93 (the latest available data) were female, while 21.3 percent were members of minority groups. Further, UIS enrollment data from Fall 1995 show that 46.5 percent of students in the UIS *master's* program in public administration were

female, while 26 percent were minority. These percentages may be significant in that they reflect a high degree of minority and female participation in one UIS program that is closely related to the proposed doctorate in terms of discipline, location, and clientele.

University of Illinois at Urbana-Champaign. In May 1995, the campus unveiled the final version of a major planning effort to examine its institutional goals and strategies. *A Framework for the Future* is intended "as a guide and contribution to continuity and renewal" to enable the University to meet the educational, research, and service needs of the people of the State of Illinois in the coming decades. Current efforts are being developed and refined to address the goals and steps set forth in *The Framework*. Continued progress toward the achievement of these goals will depend on a broad based commitment to the vision articulated in *The Framework*, careful planning and strong cooperation.

The graduation rates for underrepresented minority students continue to improve each year. In addition to intensive recruitment programs of minority students in graduate and professional programs, other steps which are designed to improve minority representation include: fostering and promoting a climate for diversity, providing inclusiveness training for faculty and teaching assistants, and increasing the scholarship proportion of the Presidential Award Program (PAP) to retain and expand the representation of top minority students.

UIUC continues to work towards increasing female representation in the areas of engineering, mathematics, and physical sciences. A new living-learning community for Women in Science and Engineering program is being launched in the Fall 1996, to provide female engineering and science students with a supportive environment that will challenge them academically and provide formal and informal interaction with other students and faculty.

The representation of Black and Hispanic tenured and tenure-track faculty remains low at 2.7 percent and 2.1 percent, respectively. Female representation of tenured and tenure-track faculty increased from 20.0 percent in 1993 to 21.1 percent in 1995.

The campus continues to provide high quality services and programs for students, faculty, and staff with disabilities. A new World Wide Web based disability resource guide will be available on the Department of Rehabilitation Education Services home page. By utilizing new technology and evaluating programs and services, the campus continues its efforts to educate faculty, students, and staff to the needs of and the resources available to disabled individuals at the University of Illinois-Urbana/Champaign.

Community Colleges

Belleville Area College. The minority student population at Belleville Area College continues to increase in headcount and as most of the total student body. When comparing FY96 enrollments to FY89, 53 percent of the increase in headcount is attributable to minority students. A minigrant from the Belleville Area College Foundation supports the efforts of the center by providing cultural awareness programs for students, staff, faculty and community. These included a cultural diversity training series in cooperation with Scott Air Force Base, the College's first African-American play by Belleville Area College students, and a special production by the St. Louis Black Repertory Theater aimed at elementary school and college participants.

An adhoc committee of faculty, staff, and administration joined in a "Teaching and Learning With Students With Disabilities" program for faculty development in the spring semester. All full-time and part-time faculty members participated in the joint session and received updated instructor guides. The Adult Basic Education Office received ICCB Center of Excellence funds and a special College Foundation award to develop a 14-station network computer laboratory in support of special population and ESL students.

Black Hawk College (No summary submitted)

City Colleges of Chicago

Richard J. Daley College. The Learning Styles Assessment that is currently being piloted by Daley College through Title III funds represents an exciting development for the historically "at risk" underrepresented student. Learning assessments will enable students, faculty and staff to find out the medium's best used to impart information to any given student. Subsequently, Teaching Styles Assessments will be utilized to match instructors with a given teaching style to a group of students that would benefit most from his or her teaching methods.

During the 1996 fiscal year, Richard J. Daley College continued to increase its services to women, minorities and people with disabilities. Most of our students are female and minority. Females represent 63.2 percent of the credit program population and 59 percent of total enrollment. Minorities represent 68 percent of the credit program enrollees and 73 percent of total enrollment.

A review of the 1980 and 1990 census data shows that in all Daley College service areas, for which data were available, the minority population increased between 3.6 percent and 305.3 percent. The cumulative percentage increase of the minority population was 161.8 percent while the total population was reduced 2.8 percent. A review of Daley College enrollment data shows a corresponding increase in the minority student population of 12.5 percent from 1995 to 1996.

Daley College is uniquely situated to capitalize on anticipated future trends. The most recent estimates presented by the U.S. Census Department show that by the year 2000, more than half the workforce will, by necessity, be minority. During the first half of the 1990s, minority population increased 1.32 percent as compared to 1.06 percent for whites. More significantly, 34.6 percent of the minority population is below the age of 19, (as opposed to 26.7 percent of the white population) suggesting increases in minority households even without additional increases in population.

Kennedy-King College. The college continues to be a predominantly (97 percent) minority two-year institution. Benjamin E. Mays Academy (BEMA) is Kennedy-King College's alternative high school where students earn credit toward their high school diploma. During FY96 BEMA had 99 males and 190 females; nearly 100 percent (287 out of 289) were black. Kennedy-King College offers a variety of courses and programs in mathematics, science, and pre-engineering to its students. In the area of baccalaureate transfer programs, the college has developed a strong program in mathematics and the biological and physical sciences, with an emphasis on preparation for further studies in the health sciences. All ethnic groups are represented, but blacks (83 percent) and Latinos (nine percent) from the largest ethnic groups.

Project Opportunities provides outreach and supportive services to its student participants, all of whom are female Illinois Department of Public Aid (AFDC) recipients.

Malcolm X College. The activities of the past academic year have been indicative of our mission, which is to take students at the point at which they enter the institution and take them to a point where they can achieve their goals. The Personalized Curriculum Institute has been effective in providing students with academic deficiencies the opportunity to advance their basic skills at a rapid rate. Furthermore, once the students have successfully completed the curriculum at Malcolm X College, Transfer Center assists them in attaining their educational pursuits by providing information on course and program transferability.

Olive-Harvey College. All programs understand the need to provide an advanced level of technology to both the faculty and students. Recommendations were made and are being carried out that include the purchase of new academic software, budget reallocations for the pre-collegiate program, staff development, and student tracking software and equipment. Throughout the 1995-1996

planning/budgeting process, all aspects of the college were examined. Several planning assumptions that would increase the participation and achievement of underrepresented groups emerged from this extensive review. These planning assumptions included retention activities, enhancement of instruction and curricula, upgrading instructional and support laboratory facilities, and addressing the needs of students and faculty.

Programmatic priorities for the coming year include the improvement of course level placement procedures for students, increasing student transfer and completion rates, ensuring that the education core course offerings are articulated with universities and colleges within the state, strengthening the quality of instruction, and increasing the transition of students from pre-collegiate programs into credit programs.

Harry S Truman College. During 1996, Harry S Truman College enrolled 37,014 students in college credit, adult learning skills, and adult/continuing education programs. Most of these students can be classified as underrepresented, as defined by the Illinois Community College Board. The student body is composed of Hispanic-Americans, Asian-Americans, African-Americans, Native Americans, and European Americans. More than 80 languages and 110 countries are reflected in Truman's student population. Most of the students enrolled at Truman are both minority and female. The faculty and staff also are quite diverse, with approximately 43 percent of all employees from underrepresented groups.

The support services staff members have been consolidated in a centralized area of the college, making these offices more accessible to students. Further, this consolidation has eased the exchange of relevant information allowing various support staff to better serve the individual needs of students. Staff have participated in several professional development activities.

As stated, 50 percent of Truman's students are female. To enhance female student representation in science, mathematics, and engineering, outreach efforts will continue. Through the efforts of a new National Science Foundation grant, additional recruitment efforts will be done to increase the number of females and minorities in science, mathematics, and engineering programs.

Harold Washington College. Among efforts initiated by Harold Washington College are several new programs and activities for students from underrepresented groups as defined in this report. The following highlights the most notable of these initiatives: CLIMB (Chicago Linkages for Minorities in Biomedical Sciences); Actuarial Science Program; First Tour of Historically Black Colleges; and Project Access.

As an institution that serves mostly students from underrepresented groups, HWC will continue efforts to improve existing programs serving non-majority students and seek out new initiatives to improve access to the college for all minority groups.

Wilbur Wright College. Job Readiness Training (JRT), a project recently initiated as part of Wilbur Wright College's Positive Alternatives Program, provides participants in the 14th Police District (a predominantly Hispanic community) with technology skills and strategies to succeed in today's business world. The Food Preparation Training Program and Computer Office Skills program, which offer the opportunity for gainful employment to program graduates, provide skill training to IDORS referrals and community residents. Public aid recipients will greatly benefit from the newly remodeled "One Stop" center at Wright South, which will provide retraining and job placement services.

Danville Area Community College. Danville Area Community College, through its Continuous Quality Improvement initiative, continues to strive to meet goals and objectives designed to increase the participation and achievement of minority, female, and disabled students and staff, and to promote and support a campus climate which welcomes and reflects diversity with respect to ethnicity, culture, gender, and physical and mental ability. Highlights for this past year include the establishment of "Project Excel," a HECA funded program designed to support the academic achievement of sixth through twelfth grade

minority students, increase their retention in school, and, ultimately, encourage their enrollment in post-secondary education.

In promoting representation and achievement of female students, the College's Coordinator of Career Services attended a national Nontraditional Employment and Training Institute conducted by Wider Opportunities for Women which was sponsored by the United States Department of Labor Women's Bureau and the Ford Foundation. The training focused on providing field practitioners with technical assistance skills in nontraditional employment and training program administration.

Services to students with disabilities and the numbers served through the Special Populations Office have continued to increase with data for this past year showing that eighty-three students with disabilities were served which is a 14 percent increase over the previous year.

College of DuPage. As the diversity of College of DuPage's district increases, the college population reflects the district population. Since Fall Quarter, 1987, ethnic minority enrollment increased 96 percent and ethnic minorities comprised 19 percent of the college enrollment in Fall 1995. Females compose 58 percent of the college enrollment, and this percentage has remained constant for the past several years. The number of disabled students continues to grow and there is a wide range of disabilities represented, many of them severe.

College of DuPage's newly formed Multicultural Center brings into one location the Minority Transfer Center, International Studies, International Student Advising and an ESL Instructor in hopes that students from underrepresented groups will be provided with comprehensive services and the Center will serve as an incubator for developing programs and services to meet their needs.

Elgin Community College. Elgin Community College adopted a Master Plan for 1996-2001 in which the college's commitment to serving underrepresented groups was reaffirmed. Several institutional goals and priorities in the plan directly relate to the issues of recruitment, access, service, and retention of members of special groups. In addition, the Affirmative Action and Equal Opportunity Committee, the Assessment Committee, and the Enrollment Management Committee undertook major studies that involved issues affecting underrepresented groups.

Two new programs were initiated this year. The Youth Leadership Academy is a unique neighborhood program that provides constructive alternatives to gangs, drugs, and other serious problems facing low-income youth and their families in high risk neighborhoods. Students will be selected at the end of 6th grade and begin academy activities at the start of 7th grade. The program will continue through high school and ends with two years of free tuition at ECC. Up to 20 students per year are selected based upon their application, nominations, family interview, and availability of funds. The first group of youth will be selected in FY1997.

The Upward Bound program, a new grant-funded program for underprivileged youth, is designed to help college bound high school students with their academic and personal development. Upward Bound provides educational skills development, cultural/social awareness, career and college planning, financial aid information, and general preparation and placement services for college bound students.

William Rainey Harper College. (No summary submitted)

Heartland Community College. Diversity efforts at Heartland Community College had been scattered throughout the College in workshops, forums, curricular changes and various activities. The HCC Diversity plan unifies all activities under one entity. The work on the Diversity Plan began in the fall of 1994 when teams were formed to study diversity. The teams divided their work into four areas: institutional issues, student issues, curriculum, and classroom issues and professional development issues.

During fiscal year 1996, the Diversity Plan was completed after seeking broad participation from a wide range of community members, students, educators and experts in the area of diversity. The evaluation plan seeks to insure that this plan doesn't become only words on paper but results in creating an environment that embraces diversity within the institution and the community and utilizes this diversity throughout the educational experience. The accountability is assigned to one team but the plan's implementation and responsibilities are shared appropriately by many individuals, groups and the whole college. This plan will serve as the guide for the College in extending further into practice the values inherent in the community college mission and in Heartland's own organizational values.

Highland Community College. Highland Community College continues to emphasize the retention of students in general and retention of underrepresented students in particular. The retention rate for students with 12 credit hours or more in the fall semester 1995 and returning spring semester 1996 increased to 88 percent. As Highland's enrollment has increased slightly, the percentages of women (64 percent) and minorities (eight percent) have been maintained.

Highland Community College continues to search for unique ways to provide programs and services to meet previously unmet needs and remove barriers to education for underrepresented groups. The Mayor's GED on TV campaign and the common intake system for Stephenson County agencies are but two examples of innovative programming that make education more accessible. The office of the Needs Assessment Coordinator is fully integrated with the academic departments and the student services offices, and the coordinator serves as a resource for and a liaison with Adult Education and GED staff to provide barrier-free processes for students with disabilities. Finally, the college curriculum continues to be revised as courses formally addressing issues of diversity and racism has been added.

Illinois Central College. (No summary submitted)

Illinois Eastern Community Colleges. Leadership and promotional opportunities exist through equal opportunity employment. Illinois Eastern Community Colleges has continually promoted minorities, females, and disabled underrepresented groups as new positions and vacancies occur.

Illinois Eastern Community Colleges employs two Asian, one Black, and one Hispanic full-time faculty members which is one percent of full-time faculty. One hundred sixty-two percent full-time employees are female, which is 54 percent. Forty of the 113 full-time faculty are female, which is 35 percent, and 50 percent of the administrative level employees are female.

The district's mission states the College district "strives to be responsible to the individual and collective needs of all citizens throughout its geographic boundaries." As part of the preparation for a North Central Association accreditation visit, the College reviewed the mission statement. District efforts in enrollment retention, completion, and placement are consistent with efforts to implement the mission of the district.

The Illinois Eastern Community Colleges district maintains a network of services to assist underrepresented students while attending our institutions. These include, but are not limited to, Adult Education Program, English as a Second Language, Single Parent/Displaced Homemakers, Upward Bound, Illinois Community College Board Special Populations Grant, ISBE Carl Perkins Grant, and Success Network Program.

Illinois Eastern Community Colleges continues to provide a Total Quality Management (TQM) Program on all four campuses and at the District Office. Workshops and training sessions continue to be held, educating all staff on TQM. The program is in its second year and teams from each campus and the District Office will engage in special projects using TQM methods. Under this TQM initiative, faculty members may take up to six credit hours of TQM training. These credit hours apply to salary increases.

At its meeting in August 1996, Illinois Eastern Community Colleges Board of Trustees authorized the Presidents of the four individual campuses to grant a special tuition rate of $90 per semester credit hour for up to two foreign students per year in athletic programs.

Illinois Valley Community College. Illinois Valley Community College's ethnic mix is very homogeneous (97.6 percent White), however, every ethnicity has the opportunity to use our regular and special student services as the need arises. The college gender ratio is 56 percent (2,230) women and 44 percent (1,717) men. The college faculty and professional support staff has a ratio of 40 males (57 percent) and 30 females (43 percent). This is decidedly different from ten or 15 years ago.

Title III Retention Grant ended its three years of providing excellent services to the college community. Several important functions - Right*Start Seminars, Student Options For Success, the Student Resource Guidebook, and the Student Ambassador Program were assimilated into our Counseling Center functions with success in the transition. The Academic Development Center is the main basic hub of campus activities for student skills assessment (1,297) required by the college as well as other services such as a large, free peer tutoring operation (566 were helped), notetaking, and special efforts for those who are physically, emotionally, academically handicapped, or those hearing or visually impaired.

Joliet Junior College. Minority enrollment held steady over the past year reflecting a continuing active recruitment program of the Office of Minority Enrollment and the steady efforts of the college's precollegiate program. Completion rates are still inadequate showing the need for an effective student retention effort. Female enrollment still dominates the college programs with some exceptions in a few occupation areas.

The college continues to provide strong staff development programming to encourage faculty and staff to be supportive of the diverse student populations and to embrace appropriate retention models.

Kankakee Community College. Kankakee Community College strives to enhance the participation and achievement of underrepresented groups through a series of grant programs and institutionally funded programs. The College is particularly proud of its new partnership with the Kankakee County Economic Development Council and area employers in the "Meeting the UNMET Needs" program. The exciting idea of taking individuals who are considered "unemployable" and providing them with skills and jobs drives this program. Within the KCC district, employers have expressed a strong need for additional skilled labor. Simultaneously, there are many individuals in the district who need a helping hand to gain skills and employment. KCC has expended considerable resources for this and other critical programs that support underrepresented groups, and is committed to the future success of underrepresented, and all, students.

Kaskaskia College. Kaskaskia College has been highly successful in meeting and exceeding its institutional goals to improve the participation and achievement of underrepresented groups, especially minority, female, and disabled students and staff.

A plethora of opportunities were initiated to enhance the college experience for underrepresented groups. These offerings for underrepresented groups included (but were not limited to) such diverse events as: transfer planning activities which included a recruiting visit from a Christ Church College, Canterbury, England representative; specific international awareness opportunities; political awareness tours to state and national government centers, leadership and personal development offerings; and myriad other activities.

In addition to activities and events, numerous ongoing programs and projects were established or continued to serve underrepresented groups. A particular success, which is representative of efforts at Kaskaskia College, is the College Enhancement Center (CEC), which helps special populations.

disadvantaged, at-risk, and academically underprepared students to succeed through improving the basic skills that allow them to perform well in college-level classwork.

Kaskaskia College is proud of the many programs and activities that aid in the retention, college experience enhancement, and transfer of underrepresented groups.

Kishwaukee College. During 1995/96, Kishwaukee College continued making progress toward increasing the participation and success of underrepresented groups of students and staff. The College continued to enroll in FY1996 a higher percentage of minority students (25 percent) than is reflected in our district population (7.0 percent). Of the minority students enrolled in college level courses, most of Hispanic/Latino students (93 percent) and Black students (62 percent) were in good academic standing in the fall of 1995. These successes are attributable to continuation of past efforts and new initiatives such as our new Transfer Center under a HECA grant, work by the Student Success Committee to change the student culture to a more responsible one, and new student support organizations for Hispanic and Black students.

Concerning female students, the College has continued to offer an annual Women's History Month celebration, scholarships for females who enroll in nontraditional programs, math anxiety workshops, and made a special emphasis on the national day of taking your daughter to work. These efforts have continued to attract women to nontraditional courses and programs.

Students with disabilities (115) were served by the Special Needs Counseling Services. This special support program helps with the assessment and accommodations of students with disabilities that includes working closely with our LD Assessment Specialist. This past year, an ADA Advisory Committee with student members was convened, the Special Needs Counselor began working with a community transition planning group, and more adaptive equipment was purchased for student success. Our ABE for the Mentally Disabled program served 18 students in classes to help with their reading skills.

College of Lake County. The analysis of results from a research study of first-time college freshmen that focused on issues of student transition from school or work to college and on student retention was carried out under the "Learning as a Challenge" theme. The results suggest that the college can ease the transition process for students in several ways. Conclusions include that more intensive orientation sessions over a longer time should be held for first-time college students. Confusions about the enrollment process and the varying goals of students in the focus groups point to a need for mandatory academic advising, especially for first-time freshmen. Customer service can be enhanced by helping staff understand the complex issues some students bring to college. Student support systems need to be highly visible and utilized.

Faculty can establish a positive classroom experience by drawing on students' experiences and helping students feel valued as people. The college should continue to promote cultural awareness workshops and programs for students, faculty and staff. Finally, CLC's commitment to affirmative action must continue, as a diverse faculty and staff will serve as teachers, role models, and mentors within the academic arena. As CLC reaches to meet the challenges, the college community, especially the students, will benefit.

Lake Land College. Lake Land College used major budget allocations to provide services to disabled students and single parent homemakers. During FY96, 168 students used the assistance of the academic support services and assistive technology provided by the Special Populations Grant from ICCB. The number of students with identified disabilities has increased almost 100 percent since FY92 (increased from 85 students in FY92 to 168 in FY94). Evaluations from both students with disabilities and the Lake Land College faculty increased in overall satisfaction from FY95. The Special Needs

Counselor provided a variety of staff and faculty development activities to promote an inclusive environment for both minority students and students with disabilities.

The Single Parent/Homemaker Training Program helped 147 single parent/homemakers gain marketable skills through career exploration, vocational training, and pre-employment skill development. To increase awareness and enrollment, information was distributed and visits were made to many service and employment organizations. More emphasis was provided to encourage teen parents who were still enrolled in high school to continue their education.

While Lake Land College does not have a formal minority transfer program, many activities promoted the positive transfer of all students. Lake Land College continues to participate in the Percy Julian Project with Eastern Illinois increasing the academic preparation of minority junior and senior high school students.

Lewis and Clark Community College. Lewis and Clark Community College works closely with the residents of the district and with the resources of the excellent community service agencies to foster educational and occupational opportunities for individuals who have traditionally been underrepresented. The Supported School-to-Work Transition Project, offering postsecondary educational opportunities to people with developmental disabilities and severe learning disabilities, is beginning the Fall 1996 Semester with 33 students. In addition, the Student Support Services program continues to serve low income, first generation college students with disabilities.

The College Readiness Institute is proceeding with a system to serve targeted elementary and secondary education youth through federally funded Educational Talent Search and Upward Bound projects. The Women's Center continues to keep the issues related to women in post-secondary education and women in non-traditional roles on the forefront.

Lincoln Land Community College. During FY1996 Lincoln Land Community College began plans to assume funding responsibility for the Minority Transfer Center, initiated the implementation of a program that will provide all services to students with disabilities from a single office in one central location on campus, initiated a hiring practice which resulted in employment opportunities for women and minorities at administrative levels or levels more commensurate with their educational and experiential backgrounds, increased the representation of African-Americans and Asians in full-time and adjunct faculty, and adopted a new mission statement which speaks clearly to a commitment to diversity.

John A. Logan College. A committee composed of faculty, non-teaching professional staff, and operational staff representing both sexes, and minority groups was formed to conduct this review. This group is the Research subcommittee of the larger Minority Concerns Committee. The committee reviewed enrollment data by major, race, gender, and students with disabilities; a comparison of student GPAs by major, race, gender, and students with disabilities; a breakdown of students on probation and students withdrawing from the College by race, gender, and students with disabilities; placement data; and a breakdown of College employees by race, gender, and persons with disabilities.

The College's Minority Concerns committee (established in 1989) continues to be key in the success of minorities at John A. Logan College. This Committee is chaired by the College's Vice-President for Administration and is comprised of other administrators, faculty members, non-teaching professional staff, and students. The Committee meets monthly and its subcommittees (Instruction, Student Services, Student Activities and Cultural Events, and Research) meet as necessary. learning. It has a particularly strong relationship with Southern Illinois University at Carbondale.

McHenry County College. McHenry County College has continued its strong commitment in many ways to improving the participation of underrepresented groups and to ensuring a proper working and learning environment for everyone. Among these ways are: first, to address the educational needs of

Minority students through means such as the Hispanic Support Services/Multicultural Center; ESL, ABE, and GED classes for 1,048 students; a Cultural Diversity Steering Committee; a Hispanic Advisory Council; a Mentoring Program; and a Hispanic Student Organization; second, to provide support for 226 otherwise qualified students with disabilities through means such as tutoring, sign interpreting, and adaptive equipment, and through staff development and in-service activities. Third, to meet the needs of female students through means such as the Adult Reentry Program, Building Fairness, counseling, and career classes; fourth, to continue to be proactive in recruiting and retaining faculty and staff from underrepresented groups as evidenced by successes in the Math and Physics departments among others; and fifth, to guard against sexual harassment and racial, ethnic, and religious intimidation.

Metropolitan Community College. Over 98 percent of all students attending State Community College belonged to an ethnic underrepresented group in Illinois higher education during fiscal year 1996. Most students are African-American. Over 63 percent of students enrolled at State Community College were women. State Community College provided service to its student body who are members of underrepresented groups via most campus based programs. Those programs were Adult Literacy, Adult Education and the Minority Articulation Transfer Center.

State Community College's commitment to working with underrepresented groups extended outside the boundaries of the College's campus as the Upward Bound program. The College worked with local high schools to increase the chance that East St. Louis high school students from minority and underprivileged backgrounds will attend college.

Moraine Valley Community College. Throughout the past year Moraine Valley Community College has strengthened its efforts for underrepresented students by enhancing existing programs and developing new services for these populations. The collective efforts of programs such as the Minority Student Transfer Center, Learning Development Support System, Alliance of Latin American Students, Black Student Union, Thurgood Marshall Education Scholarship and Loan Programs, and others have contributed to a 7.5 percent increase in the college's minority students at a time when the general enrollment declined by 3.5 percent.

During fall 1995, minority students comprised nearly ten percent of the student body. In addition, the Returning Woman Program reports an 85 percent semester-to-semester retention rate, and the support services program for disabled students retains 68 percent, both higher than the 64 percent retention rate for all students. The college remains challenged by variation in persistence rates for black and Hispanic students, and in the need to diversify its staff.

Special Populations Grant funds have been used to support programs for both the physical and learning disabled population; to upgrade technology in the classroom; and to provide academic tutoring, remediation and needed staff for direct support to special population students.

Additional significant events during this past year involved a variety of efforts, such as giving the college's first annual Transition Conference for disabled high school students and their parents, formation of a Student Support Services Advisory Panel comprised of former and present students, the addition of an intern from DePaul University to the Minority Student Transfer Center, and the continued success of the transition committee designed to improve referrals and transition of disabled students.

Morton College. The Cultural Diversity Discussion group formed several years ago earned the College an ICCB Teaching and Learning Award for 1994. This year, for the first time in it's 72 year history, Morton College is no longer a majority institution. The breakout for the 1995-1996 school year is roughly 49 percent ethnic white and 45 percent Hispanic. The remaining six percent comprises other minority groups with Asians being strongly represented. This has a particular implication for many College's student service programs in those programs once devoted primarily to the ethnic white majority

are now devoted primarily to serving Hispanic and other minorities. The programs are not be new, but their focus has shifted dramatically to serve the changing student population.

Staff development efforts offer opportunities for faculty, staff, and administrators, to continually develop their skills in responding to the needs of the changing student body. The Cultural Diversity Discussion group and the award-winning WE CARE staff development initiatives serve as focal points for these efforts. In-service opportunities for adjunct faculty have included training in working with students in a multicultural classroom and in how gender issues affect learning.

Since many students from underrepresented groups are not yet prepared for college-level academic work, an extensive array of support services and pre-college courses is available. The Continuing Education and Community Services Department provides most exemplary programs and services, supported at least in part by Special Populations funds, to help students who are minorities or who are educationally disadvantaged. Support services include counseling, individualized assistance to LD and disable students, tutoring for students with Limited English Proficiency, and peer tutoring for students experiencing academic difficulty.

Developmental Curricula include ABE, ESL, GED, and remedial studies course work. The Public Assistance Specialist focuses on providing support and encouragement to students on public assistance, most of whom are women, many of whom are minority, and all of whom are economically disadvantaged.

A humanities course on the history and culture of Latin America, for example, consistently has large enrollments. Career faculties are revising courses and expanding instructional materials to address more fully the needs of second language students. Faculty seminars and regular unit meetings provide all faculty with current information on support services available to help students from underrepresented groups succeed.

During the past year a special effort has been made by both the Instructional Area and the Physical Plant to make the College more accessible and convenient for disabled students. Special new equipment, chosen with the help of our LD Specialist, was purchased and installed in the College Fitness Center, to make the Center more usable by students with physical disabilities. Considerably more power assisted door openers were installed throughout the campus.

Oakton Community College. Oakton Community College draws students from throughout the world--many recent immigrants to this country whose language background is not English. They bring a rich array of experience and expectations to Oakton, which often becomes their vehicle for learning about "mainstream" America. Oakton has successfully sought external funding to provide special academic support services for underrepresented groups: U.S. Department of Education funding for the STEPS program serving first generation, low-income, academically disadvantaged students; U. S. Department of Health and Human Services funds the High Risk Nursing Program for ESL and/or disadvantaged nursing students; Illinois Community College Board funds the PACT (Planning Active Career Transitions) Grant for students with disabilities.

Oakton Celebrates Cultures Week--activities include an international film festival highlighting languages taught at the College, dances, music, poetry, and lectures representing many cultures and languages.

Parkland College. In fiscal year 1996, Parkland College extended activities and increased funding for programs that target underrepresented groups. Parkland also strengthened its holistic approach to serving the underrepresented with the creation of The Center for Multicultural Education. The Center coordinated the Prairie Higher Education Consortium Project, "Creating Inclusive Educational Community for Minority Students," which was funded by a HECA Minority Articulation grant.

Programs serving minority students include: a) new linkages established among the Preparedness Program, Transition Class/program and the College's Enrollment Development and Pre-college Program Efforts; b) collaborations among the College, Local School to Work, Chamber of Commerce, Tech Prep, Adult Education, JTPA and Welfare Reform Initiatives; c) activities that promote a Multicultural inclusive student life environment; (e.g., Black History Month, Latino Week); d) Women's Program Brown Bags; and e) the Transfer Center. Women students' issues were addressed by the Women's Programs and Services, which worked in close collaboration with College Counseling and community agencies.

Students with disabilities were served by the Learning Resources Services Center working with the Office of Disability Services. In fiscal year 1996, Parkland introduced the Xerox Reading Edge/Kurzweille Reader and the Braille Printer. Class offerings were specifically designed for students with learning disabilities and an educational component was added with the sponsorship of many workshops on topics of interest regarding disabilities.

Faculty and staff participated actively in multicultural education training and classroom assessment. Parkland deepened its commitment to achieving diversity in faculty composition through Articulation with Historically Black Colleges and Universities and the implementation of Diversity 2000 Faculty Internship Program.

Prairie State College. Prairie State College is committed to increasing participation of underrepresented groups—minorities, women, and the disabled. Toward this end, the College supports various programs, including the Office of Minority Student Affairs, Disabled Student Services, Opportunities Program, Affirmative Action/Equal Opportunity Program, and requests continual funding through a HECA grant to support a minority educational achievement program. Other programs, such as Project HOPE; committees, such as the AA/EO/Diversity; and various student and employee organizations also address the needs of underrepresented groups. A review of the formally organized support groups that serve underrepresented groups and disabled students support the continuation of these programs.

An array of events were held on campus that support the College's commitment to underrepresented groups and seek to create an inclusive environment. Activities sponsored by the Office of Student Life in conjunction with the Student Government Association and student clubs included a Gospel Fest, a series of speakers who addressed issues relevant to Black males, a lecture by Ray Lewis Thornton on AIDS, African American Marketplaces, Mexican Food Fiesta and a Cinco De Mayo celebration (featuring a presentation by the Director of the Chicago Field Office of the National Council of La Raza on the importance of obtaining a college degree for the Latino(a) community and a performance by the Mexican Folkloric Dance Company of Chicago), and a program on women in male-dominated professions. The AA/EO Diversity Committee organized a talk by a Jewish man, who is a holocaust survivor, a member of what is known today as Schindler's List, in an effort to increase understanding and appreciation of cultural diversity, and the Jewish culture in particular.

The demographic breakdown of the employees and students of the College closely match that of the district PSC serves. Women comprise 66 percent of the College's full-time employees and 58 percent of student enrollment. Enrollment of minorities at the College continues to increase. Compared with spring 1989, African American student representation and Latino(a) student representation increased as percentages of total student credit enrollment by seven percent and two percent, respectively. The college continues to experience an increase in the number of disabled students served. New efforts to continue to retain underrepresented students include implementing an early warning system targeted at 60 students of color. Additionally, the College has developed a free one-hour course "Skills for College Success." It is mandatory for most students new to Prairie State College and college, and prepares students for college and promotes their success and continued attendance.

By enforcing adherence to an AA/EO Plan; maintaining policies and/or procedures on AA/EO, requesting reasonable accommodation, and the filing an unlawful discrimination complaint; supporting and office Minority Student Affairs; and providing programming on diversity issues, the College strives to create an environment where women, minorities, and the disabled are free to pursue educational goals free of bias or discrimination.

Rend Lake College. Rend Lake College's primary efforts to recruit and retain minority students continues to focus on the HECA-Project First Class program. The College expanded the summer youth program with an additional session—Kids on Campus—to accommodate the increased participation by minority youth. Kids on Campus participants reviewed basic skills, such as reading and math, and had the opportunity to explore computer applications, learn French, and build an ethnic identity through a session entitled "Growing Up Black and Proud".

Rend Lake College also assisted minority students through the Adult Education Program by providing tutoring, counseling, testing, and other services to special populations students. Enhancement of these services was accomplished by locating the services in the areas of the community that exhibit the greatest need. Special populations students also are served by various grant-funded programs at the College, such as Project Child, the Single Parent, and Early School Leavers programs.

In-Service diversity training, sexual harassment training, and culturally diverse events for students are activities that have heightened awareness of minority issues on campus. Employment goals of minorities and women clearly are outlined in the College's Affirmative Action Report. The College also plans to follow affirmative action procedures in the employment of part-time employees.

Richland Community College. During the past year, the College Futures program served more than 800 minority youth through its programming. A total of 180 students participated in the College Futures and Future Collegians components. One hundred and thirty African-American role models were honored at the 5th annual Role Model Recognition Program and Banquet. In addition, over 450 students attended the 3rd annual African-American Male and Female Conferences. The program also sponsored a summer math camp and held an African American History Camp besides sponsoring many educational field trips.

The Transfer Center helped 169 minority students enrolled in transfer programs with transfer information, financial aid, campus visitations, and other assistance. A Fall Retreat was held to promote academic success. The Transfer Center also sponsored over 20 workshops and seminars and participated in a variety of community activities geared toward the recruitment of minority students. A special week-long summer program titled "I'm Going to College" attracted 46 5th, 6th, 7th, and 8th graders. The program replicated a day of college including admissions, financial aid, purchasing books, student I.D.'s and two classes on careers and local African American history. Students also had the opportunity to take field trips to see various occupations first hand.

The Transfer Center's Minority Community Partners Program grew from 23 Community Partners to 27 Partners. Partners serve as a link between the College and the minority community.

The Multicultural Student Enrichment Center sponsored and co-sponsored workshops on diversity and sensitivity. The College co-sponsored a community-wide Racial Justice Conference challenging Chief Executive Officers, other upper management staff, and other interested individuals throughout the community to address diversity collectively.

Many workshops targeting minorities, women, and disabled students and staff on issues related to the three groups were offered throughout the year. The Options/Opportunities program expanded its Leadership Library, and sponsored an Academic Awards Day for Option/Opportunities participants. A professional clothes closet was also established to prepare women for job interviews.

Additional equipment was purchased to fit the variety of needs of disabled students. A Disabilities Awareness Workshop was held to educate the faculty, staff, and administration about challenges and opportunities for disabled students at Richland.

Rock Valley College. (No summary submitted)

Carl Sandburg College. During the past year, Carl Sandburg College entered into a partnership with Western Illinois University, Eastern Illinois University, Black Hawk College, Sauk Valley College, John Wood Community College, and selected high schools to apply for a HECA grant entitled Timely Degree Completion Strategies which would remove barriers for the transition of targeted students from high school to community, to university. Latino and African American students are among the groups specifically targeted. Carl Sandburg also began writing a TRIO grant application in cooperation with Southeastern Community College of Burlington, Iowa to improve student services to disadvantaged students. The primary clientele is expected to be women.

Sauk Valley Community College. During the fiscal year 1996, Sauk Valley Community College continued to provide student support services to increase the participation and success of Underrepresented groups. Sauk's minority enrollment reflects the approximate distribution of minorities in the college district with a slight increase in FY96. Female students represented 58.44 percent of the student population. Forty-seven disabled students were enrolled and represent one percent of the total enrollment.

The Hispanic population is the largest minority in our district. The Association of Latin American Students (ALAS) was formed during FY1996. The group was formed by students interested in creating a forum to learn more about the concerns and history of the areas' Latino communities, and to promote the importance of education in the Hispanic communities. The general goal was to help Hispanic students in high school and grade school make connections with the College.

Women students comprised approximately 60 percent of the College's student population during FY1996. Efforts are ongoing to provide student support services for this group. A few of these include day-care, special women's orientation, support through Title IV grant. Also this year a bimonthly support group was formed for the purpose of providing a forum and a safe environment in which reentry women could discuss problematic issues that related just to their situations as women students. The group was eased by a mastered counselor.

Shawnee Community College. Shawnee Community College's mission includes a section regarding providing programs and activities that encourage and provide multicultural diversity. Steps have been taken to improve the services provided to all students with special emphasis directed toward being sensitive to the needs of minority and disabled students. Students with learning disabilities are identified through individual assessments, advising and counseling, self-reporting, instructor reporting and grades. Tutorial services are in place to help these students. The recruitment of minority students continues to be a priority for the recruitment and retention committees. A special effort continues to be made to attract and retain black male students.

South Suburban College. During the past year (fiscal year 1996), South Suburban College has made significant progress in its goal to improve the participation and achievement of underrepresented students. There is equitable representation of minority students as these minorities are represented by the District's 1990 census. This reflects the successful recruitment of underrepresented students by our increasingly multicultural staff, and the growth in Community Education. All of the college's existing grants to serve the underrepresented have been refunded. Programs include the Academic Assistance Center, ACT-SO Scholarships, Cultural Diversity/Community Liaison, Disabled Student Services,

Opportunities, Returning Adult Center, Special Needs, Student Support Services Grant, and Minority Transfer Center.

Southeastern Illinois College. In 1995-1996 Southeastern Illinois College continued to offer direct and indirect specialized services and programs to underrepresented populations. According to institutional records for 1996, approximately five percent of the students showed a minority ethnic origin. Statistical records showed that there were 1,354 female students enrolled during 1995-1996. This number is approximately 60 percent of the students at Southeastern. Fifteen students requested and received special services for the disabled through the Special Needs Counselor.

Sixty-six (66) minority students participated in Project Aspire that was designed to aid minority junior high and high school students in finding the skills necessary for academic success in post-secondary school. There were 1,064 students who were served through the Developmental Studies Program in 1995-1996, 189 underrepresented students were tutored, 1,159 students were motored through the developmental program, and 505 used computers for support and direct instruction in developmental courses.

Spoon River College. Spoon River College maintains a strong affirmative action program that addresses several student and staff populations. Minority and nontraditional female students may benefit from a number of existing programs, including the College's Adult Education Program, the Single Parents and Homemakers Program, the Nontraditional Opportunities grants, the Perkins Vocational Special Populations Program, tutoring, and workshops to enhance study skills. Faculty members work with students both in class and outside class with study groups, "help" sessions, and at social events.

The College has expanded the courses and units within existing courses that deal with diversity and multicultural areas. Our African Awareness Week sponsors speakers, music, art and literature events. We have new agreements with Western Illinois University to support our ESL programming and our work with international students. Through the Perkins funds and the Special Needs Assistance Program we have obtained needed technology and equipment to help students in their success at the College. We have active committees in both Macomb and Canton to help in transitioning special needs students from secondary to postsecondary programs.

Triton College. Triton College serves a multicultural, ethnically diverse area located within the Chicago Metropolitan region. According to the most recent census polls, 26 percent of Triton's district comprises minorities. Racial diversity is graphically reflected in the student body where 35.9 percent of the students are minority. The percent of women served by the college is slightly greater than 50 percent. Over the past year, Triton provided services to 85 disabled students, who without these services, would not have been able to pursue their education.

Triton College provides a variety of special programs designed to ensure the academic success of minority students. Among these special programs is a Minority Transfer Center which provides special services including counseling, college fairs, on-line articulation, and workshops designed to increase the number of minority students that successfully transfer to four-year colleges and universities. In addition, the College operates Project Advance that encourages and supports student transition from Adult Basic Education to Credit programs. Last year over 650 students were served by Project Advance.

Triton College addresses the special needs of populations experiencing cultural and language barriers. The College offers more than 200 classes a year in English as a Second Language at little or no cost to the students. Also, Triton manages a Hispanic Community Center, Neuvos Horizontes, which served more than 5,000 students and community residents last year. The center has been highly successful in encouraging Hispanic community members to further their education.

In summary, a high priority for Triton College is the academic success of its culturally diverse student population. The number and variety of programs, cultural events, and student organizations support Triton's growing population of minority students. The upcoming year promises to further these efforts.

Waubonsee Community College. During the past year, two initiatives were undertaken to enhance the recruitment and retention of minorities students. The first initiative called for the formation of the Enrollment Steering Committee for reviewing school policies that affect enrollment practices and procedures, review long and short term plans and evaluate the effectiveness of enrollment practices and procedures as they relate to institutional philosophy. The second initiative called for the formation of a task force charged with the responsibility of designing and carrying out a new recruitment plan focused on meeting the education needs of the district's minority population.

Major emphasis was placed on the implementation of the Academic Advising System as a process for improving the retention rate of all students, but particularly minorities.

John Wood Community College. John Wood Community College does not have any formally organized programs whose primary purpose is to serve underrepresented students and staff, nor does the college have a specific budget allocation for these activities. However, the College does have several grant-funded projects that address needs of underrepresented students.

Several faculty members and administrators attended conferences during the year. These included "Eliminating Racism" sponsored by the YMCA and a Youth Leadership Conference that served secondary school students. An inservice program was sponsored for the entire college on April 23 to cover the topic of "Cultural Diversity."